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OXFORD  
AND THE  
RHODES SCHOLARSHIPS

R. F. SCHOLZ      S. K. HORNBECK

HENRY FROWDE  
OXFORD UNIVERSITY PRESS  
LONDON, NEW YORK AND TORONTO

1907

OXFORD: HORACE HART  
PRINTER TO THE UNIVERSITY

## PREFACE

THE primary object of this book is to present, in concise form, a large variety of facts which have been and are, in one way or another, of value or importance to those who are interested in the Rhodes Scholarships.

The frequency and the diversity of the inquiries which have been made, both officially and unofficially, and especially the questions which have been asked by and of Rhodes Scholars, have suggested the practicability of an attempt to compile an elementary reference-book which shall contain answers to many of these queries.

It must be clearly understood at the outset that this volume is *in no way official*, having been in no way authorized or approved by the Rhodes Trust or by Oxford University. For the fact of its appearance and for its form and contents the authors (or, perhaps better, the 'editors' of the material which it contains) must and do assume the sole responsibility. Yet for the facts which it contains we have had recourse to official or semi-official publications, and for accuracy we plead the authority of these sources.

Inquiries have varied from such simple questions as 'How many Rhodes Scholars are there in Oxford?' to, 'How may a Rhodes Scholarship be obtained; how does Oxford differ in system from an American University; what courses of study can I pursue at Oxford?' It is

hoped that the facts contained in the following chapters will answer a large number of these questions, and that they may not only save much time and perplexity for those who are especially interested in the Rhodes Scholarships, but that they may be of considerable additional use in explaining many points which are popularly misunderstood or overlooked with regard to the Rhodes Scholarships and their relation to Oxford.

Our purpose to compile at once a short record and a working handbook has made our task largely that of selection and arrangement. We have drawn freely for information upon many sources. Thus, the first chapter is based almost entirely upon facts set forth in Mr. W. T. Stead's *Last Will and Testament of Cecil John Rhodes*; the second chapter is merely an arrangement from a copy of Rhodes's Will; the third rests upon information obtained from Dr. Parkin's written statements, especially from an article in the *London Times* of October 13, 1904, and from an address before the Royal Colonial Institute (December, 1904), and from answers which have been given to direct questions; the fourth is based on published 'Memoranda' of the Rhodes Trust; and the sixth represents a condensation or rearrangement, with some personal comment, of information from the official publications of the University of Oxford (see also Bibliography, p. 169). The fifth and the seventh may be said to have more of the personal colouring, but they, too, represent impressions gained from various reading and comparison of opinions, as well as of those of personal experience.

The division into Parts I and II has been determined

by the fact that the first four chapters (Part I) deal largely with matters outside Oxford, while the remainder (Part II) deals rather with Oxford phases of the question. In addition to the desire to present general information it has been our constant purpose to meet the questions—first, of the person who is considering whether he wishes a Rhodes Scholarship; second, of the person who is an intending candidate; third, of the elected Rhodes Scholar.

This motive has prompted the addition of considerable matter in the form of an Appendix which contains: a List of the Rhodes Scholars up to date; a List of the Committees of Selection; a set of questions illustrating the qualifying examination; a list of the members of the Instructional Staff of the University; a Lecture List illustrating the Oxford 'Honour School' Lectures; a list of Affiliated and Privileged Universities; and a Bibliography. We have endeavoured by means of a complete Index to make it possible to find at once the information, so far as herein contained, which one is seeking.

Although disclaiming all or any official authorization, and wishing to involve no one in the responsibility for the appearance or the character of these chapters, we feel that it would be misleading and ungrateful not to acknowledge our indebtedness to those without whose assistance much of the information could not have been obtained, or could only have been obtained with great difficulty. We have occasion to thank, for very material assistance and for many valuable suggestions, Dr. G. R. Parkin, Mr. F. J. Wylie, and Mr. H. T. Gerrans. Dr. Parkin and Mr. Wylie, as officially connected with the Rhodes Trust, have given

us access to Memoranda, and have given information on many points connected with the Scholarship System. Mr. Gerrans, Fellow of Worcester College, has explained and furnished information on many difficult points in the Oxford system, and has otherwise considerably simplified the problem of arrangement and publication. Our thanks are due also to Mr. L. Cecil Jane of University College for very helpful suggestions. For whatever errors or shortcomings may be discovered we alone are responsible.

Readers should also bear in mind that the 'System' of the Rhodes Scholarships is still to some extent in its trial stages, and that changes in its methods and machinery may still be expected.

Our sole incentive for the production of such a book *at this time* lies in a desire to meet what has seemed a present need for a collection of information upon the Scholarships as they exist. We would only justify this attempt in so far as it may accomplish this end.

R. F. S.  
S. K. H.

OXFORD, *February*, 1907.

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# PART I

## CHAPTER I

### SOURCE, ORIGIN, AND PURPOSE

CECIL RHODES left to the world a Will whose provisions have caused more comment than those of any other Will of modern times. A simple paraphrase of its chief provision would be 'I Cecil John Rhodes leave £2,000,000 for the foundation of between 150 and 200 perpetual scholarships at Oxford University.' To stop, however, with such a summary is to know nothing of the real character of the Will. Aside from being a legal document disposing of property, the Will is an excellent commentary upon Rhodes's life and thought and a record of certain of his conclusions. Its value to our present subject, however, is rather prospective than retrospective. Rhodes provided not *only* the money for the foundation, but a detailed memorandum of the principles which he wished his Trustees and Executors to keep in mind in establishing the Rhodes Scholarships.

The first essential, then, to an understanding of the Rhodes Scholarships is to be familiar with the clauses of the Will which are the foundation upon which they rest, and which determine the general shape of their structure.

It may be well, however, and a considerable aid to an understanding of the Will, to remind ourselves first of a few important incidents in the life of Rhodes—incidents which go far to explain his motives and methods.

Rhodes entered Oriel College, Oxford, in 1873. A few months later, being in bad health, he was sent by his physician to South Africa. This forced trip spelled Opportunity in large letters before him. Keen perception, ingenuity, and careful application forged the links between opportunity and wealth. But wealth was not a goal; it became an instrument for the realization of

ideals. Coincident with the success of his business schemes, and intimately correlated with his practical thinking, was the development of a personal and political philosophy which shaped his ideas of the value and proper function of wealth.

Rhodes had not been a brilliant student; but he was a persistent and a logical thinker. Long before he finished his College course he had set himself certain problems such as seldom occur to the ordinary man, and whose solution is rarely attempted even by extraordinary men. What was most important, he met his problems squarely, carried his thinking to conclusions, and his conclusions into practice.

Throughout his life he cherished a fond memory of his student days and a deep reverence for his University. His high respect for Oxford grew not alone from the happy impressions of early and careless years. He matriculated when twenty years old. For the next eight years he alternated between winters spent in South Africa amid the influences of frontier life, and summers spent in the social and academic atmosphere of Oxford. When, after eight years, he took his degrees, B.A. and M.A. together (1881), he was already a successful business man, well on his way to maturity (*b.* 1853). Thus he had been an Oxford undergraduate both as a youth and as a man, and had learned the theories and practices of Oxford side-by-side with the practical experiences of business life during the impressionable years of early manhood.

During these undergraduate days he had been deeply impressed by a passage from Aristotle—'Virtue is the highest activity of the soul living for the highest object in a perfect life.' He appreciated Aristotle's emphasis upon the necessity for having a high ideal and for struggling toward that ideal. He revolved in his mind while in Oxford and in Africa, as he went and came, and during his summers here and his winters there, many problems as to the end and object of existence. What is the end of the process of evolution? Is it man? For what end does man exist? Why do I exist? What does my existence demand of me? Is there a God? If

so, what does he wish man to do? What would he have me do? What can I do best?

He became conscious of a desire for power—effective, creative power, the power which ‘does things’. He early decided, and he never changed his opinion, that the ‘open sesame’ to the realm of power was money. The opportunity for making money lay before him; the ability and the business capacity lay within him; money was his. Yet wealth was not his end; he never made money an end; it was always a means.

His self-interrogation did not cease. He decided that his first great duty was to his country. What is this duty?—he asked himself. Naturally, to further her interests. Her interests are?—Those of the British Empire. And those are?—To advance civilization and the cause of universal peace. What could he do? He decided that he would ‘paint as much as possible of the map of South Africa British red’. But patriotism should not be selfish—nor should it be narrow. He looked beyond the boundaries of the Empire. ‘What race can do, is doing, and will do most to advance civilization?’ He answered himself that the Anglo-Saxon race was the race of the Present and of the Future—the instrument of Destiny. Therefore, he would devote himself to the ideas which the Anglo-Saxon race represents.

These conclusions were recorded in a ‘draft of some of my ideas’ which Rhodes put upon paper while in Kimberley, when he was about twenty-four years of age (1877). He continued with a consideration of how his ideas might be made effective. His fancy suggested the formation of a kind of secular church which should have its members in all parts of the Empire, especially at the Universities, and whose common interest should be the extension of the Empire. He sketched the kind of men upon whom he could depend, the method by which they might be recruited, keeping ever in mind ‘the closer union of England and her Colonies’.

That same year he wrote a Will in which he directed First Will, that all his estates and effects of every kind should be 1877. administered to promote British rule; to perfect a system of emigration from the United Kingdom to the Colonies;

to further the consolidation of the British Empire; to assist towards the restoration of Anglo-Saxon unity; towards securing the representation of the Colonies in Parliament, and the foundation of a Power so great as to render wars impossible and to promote the best interests of humanity.

At that early period, then, we find—not the idea of the Rhodes Scholarships—but the ideas which dominated Rhodes's subsequent imperial theories, the soil which was ready to receive the suggestion which seems later to have come spontaneously, of founding and defining a scholarship system.

Second Will, 1882. This Will of 1877 was suspended in 1882 by a very informal Will written on a single sheet of note-paper, and that in turn was revoked and replaced by a third Will, 1888. in 1888.

In 1889 Rhodes met Mr. W. T. Stead, then editor of the *Pall Mall Gazette*, and the two men discovered a remarkable coincidence in their ideas, especially on the subjects of an English-speaking reunion and a society for the promotion of world welfare and peace.<sup>1</sup> Mr. Rhodes set forth a number of his political ideals at considerable length.

His earlier devotion to the idea of British ascendancy, while not lost, had become but a part of his larger idea of Anglo-Saxon supremacy. So unbiased had he become that in 1891 he expressed himself as so desirous of seeing an English-speaking union that he would be willing that the English monarchical system and isolated imperial existence be sacrificed, if necessary, to its achievement.<sup>2</sup>

Fourth Will, 1891. In 1891 he signed his fourth Will, making over his real and personal property to two persons, one of whom was 'W. T. Stead of the *Review of Reviews*'.

<sup>1</sup> How thoroughly Rhodes and Mr. Stead's ideas harmonized at that time can best be seen from a comparison of Mr. Stead's manifesto to 'all English-speaking Folk', which was published in the first number of the *Review of Reviews* (Eng.), which appeared not long after, Jan. 15, 1891, with a letter, one of his few long letters, which Rhodes wrote to Mr. Stead in August of that year (dated Aug. 19—Sept. 3). See *Review of Reviews* (Eng.), Jan. 15, 1891, and W. T. Stead's *Last Will and Testament of C. J. R.*, pp. 99-102, 64-76.

<sup>2</sup> See W. T. Stead's *Last Will and Testament of C. J. R.*, p. 114.

The fifth Will was drafted in 1892 and signed by Mr. Rhodes in 1893. The name of Mr. Hawksley was added as one of the Executors, and joint-heir. It was understood that Mr. Stead was the 'custodian of the Rhodesian ideas', and the other two Executors were to direct necessary financial and legal measures. Fifth Will, 1893.

In January, 1895, Rhodes first announced to Mr. Stead his intention of founding a number of scholarships. He said that while on the Red Sea in 1893 the thought had struck him of creating a number of scholarships at a residential English University to be open to various British Colonies. His proposition at that time was to provide for twelve scholarships at Oxford each year, each tenable for three years, of a value of £250 per year. A codicil was added to the fifth Will providing for these scholarships for Canada, the Australian Colonies, including Western Australia and Tasmania, and for Cape Colony.

A good many things happened in the life of Rhodes between the time he left England in February, 1895, and the outbreak of the Boer War in 1899. There was the Johannesburg Raid, for instance; and there were all those strenuous preliminaries to the war in which Rhodes stood as the champion of what his imperial school considered the true rights of England.

In July, 1899, before the outbreak of the War, Rhodes recast and expanded the whole scheme of his Will and substituted, for that of 1893, a sixth document, which became his 'Last Will and Testament',<sup>1</sup> wherein he outlined and provided plans and detailed directions for establishing the scholarships which are now known as the *Rhodes Scholarships*. Each of the friends who became a Trustee doubtless had a share in the discussions and suggestions which gradually shaped and realized the Scholarship idea. Mr. Stead tried, without success, to persuade Rhodes to divide the scholarships between Oxford and Cambridge, also to open them to women; he was successful, however, in his suggestion which resulted in scholarships being granted to the States and Territories of the United States. Sixth Will, 1899.

<sup>1</sup> See Chap. ii.

Rhodes rejected all propositions whereby the appointments were to be based solely upon Competitive Examinations. His own ideas upon this subject were expressed in the Codicil of October, 1901.<sup>1</sup>

Thus the form realized in the last Will and Testament was not the result of any hasty resolution to attempt some great innovation in the method of bequeathing wealth for educational purposes ; it was not a philanthropic caprice ; it was not a mere response to suggestions occurring to him while casting about, as so often happens, for an answer to the question, 'How shall I leave my money ?' Both the substance and the letter of the document by which he left £2,000,000 for 'an educational experiment' were the result of living and thinking, suggesting and receiving suggestions, accepting and rejecting ; and, finally, of careful decision. It represents conclusions ; it is characteristic, moreover, of the mind of its author, combining practical judgement with the promptings of an imperial imagination ; it represents unbroken confidence in the ideals which to him made life worth living.

Soon after the writing of this Will the Boer War broke out, and the political concord between Rhodes and Mr. Stead was at an end. Their friendship, however, continued, and each remained true to the same old ideal —although their opinions as to British rights in South Africa were in violent antithesis.

In the original Will Mr. Rhodes left the residue of his real and personal estate to the Earl of Rosebery, Earl Grey, Alfred Beit, William Thomas Stead, Lewis Lloyd Mitchell, and Bouchier Francis Hawksley, absolutely as joint tenants. The same persons were appointed his Executors and Trustees.

In a Codicil dated January, 1901, Rhodes directed that the name of W. T. Stead should be removed from the list of his Executors.<sup>2</sup> In October of the same year he added Lord Milner's name to the list of Executors and

<sup>1</sup> See Chap. ii, p. 18 f.

<sup>2</sup> As a result chiefly of political differences between Mr. Stead on the one side, and Rhodes and the other Trustees on the other ; not as a result of ill-feeling.

joint heirs, and in March, 1902, on his death-bed, that of Dr. Jameson.

Before the month was out the great creative imperialist had passed from the scene of his successes. He died at Muizenberg, near Cape Town, on the 26th of March, 1902, in his forty-ninth year.

In his constructive fancy he had known no ordinary limits. 'I would annex the planets if I could.'<sup>1</sup> He had measured by more than the span of a single life or a few generations; he had built for to-morrow as well as for to-day. 'I find I am human, but should like to live after my death.'<sup>2</sup> He frequently wished 'that he might return to earth to see how his ideas were prospering, and what was being done with the fortune which he had dedicated to the service of posterity'. His Will expresses in concrete form what were his purposes and what the plans which he left as a sacred Trust to the care and guardianship of his chosen friends.

<sup>1</sup> See W. T. Stead's *Last Will and Testament of C. J. H.*, p. 190.

<sup>2</sup> *Ibid*, p. 184.



## CHAPTER II

### THE SIXTH AND LAST WILL OF CECIL JOHN RHODES

THE Will is arranged in forty-two clauses, followed by four codicils. As it is the intention here to deal only with those provisions which bear directly upon the Rhodes Scholarships or Oxford, it would seem natural to omit all other articles; but, for the sake of giving a comprehensive view of this remarkable document, it has seemed preferable to follow the regular order of the clauses, inserting summaries of those which are irrelevant to our subject.

The quotations in the following pages are made from a copy (in the Bodleian Library, Oxford) of the full text of the Will as published by Hollams, Sons, Coward and Hawksley.

Thick Clarendon type has been used to indicate exact quotation of the text, while the use of ordinary type enclosed in [ ]<sup>s</sup> indicates summarizing or abridgement.

The designation of the clauses or articles by Arabic numerals is exactly as they occur in the text. The Roman numerals have been arbitrarily inserted to indicate topical divisions.<sup>1</sup>

<sup>1</sup> The Will was published in *London Times*, April 7, 1902. Much of the text is printed in *The Last Will and Testament of Cecil J. Rhodes*, ed. by W. T. Stead, published by *Review of Reviews Office*, London, 1902.

The University of Missouri also reprinted the portion of the Will dealing with the Scholarships, in a *Bulletin*; but see p. 26, note 3.

WILL AND CODICILS  
OF  
THE RIGHT HONOURABLE CECIL JOHN RHODES.

---

Will dated 1st July, 1899.

Codicils of January, 1901.

Codicil of 11th October, 1901.

Codicil of January 18th, 1902.

Codicil of 12th March, 1902.

---

Testator died 26th March, 1902.

Hollams, Sons, Coward and Hawksley  
30, Mincing Lane, E.C.  
(London).

---

[THE WILL.]

I the Right Honourable Cecil John Rhodes of Cape Town in the Colony of the Cape of Good Hope hereby revoke all testamentary dispositions heretofore made by me and declare this to be my last Will which I make this 1st day of July 1899.

1. I am a natural-born British subject and I now I. declare that I have adopted and acquired and hereby adopt and acquire and intend to retain Rhodesia as my domicile.

2. I appoint the Right Honourable Archibald Philip Earl of Rosebery K.G. K.T. the Right Honourable Henry George Earl Grey Alfred Beit<sup>1</sup> (...)

<sup>1</sup> The address is given in the Will

William Thomas Stead<sup>1</sup> (. . .) Lewis Lloyd Michell<sup>1</sup> (. . .) and Bouchier Francis Hawksley<sup>1</sup> (. . .) to be my Executors and the Trustees of my Will and they and the survivors of them or other the Trustees for the time being of my Will and hereinafter my Trustees.

#### Articles 3, 4, 5, 6, 7, 8, 9, 10, 11

[give directions and instructions for the burial of Rhodes's body at Matoppos in Rhodesia; the disposal of certain small legacies; the erection of a monument to the men who fell in the first Matabele War at Shangani in Rhodesia; the disposition of certain properties in Rhodesia; the disposition of certain moneys to provide for the Matoppos, the Bulawayo, and the Inyanga Funds; experimental farming and the establishment and maintenance of an Agricultural College, and the management of certain estates.]

#### II. [BEQUESTS TO ORIEL COLLEGE, OXFORD.]

12. I give the sum of £100,000 . . . to my old college Oriel College in the University of Oxford . . . and I direct that the sum of £40,000 part of the said sum of £100,000 shall be applied in the first place in the erection of (the said) new College buildings and that the remainder of such sum of £40,000 shall be held as a fund by the income whereof the aforesaid loss to the College<sup>2</sup> revenue shall so far as possible be made good.

And . . . I direct that the sum of £40,000 further part of the said sum of £100,000 shall be held as a fund by the income whereof the income of such of the resident Fellows of the College as work for the honour and dignity of the College shall be increased.

And I further direct that the sum of £10,000 . . . shall be held as a fund by the income whereof the

<sup>1</sup> The addresses are given in the Will.

<sup>2</sup> Loss from tearing down buildings.

dignity and comfort of the High Table<sup>1</sup> may be maintained by which means the dignity and comfort of the resident Fellows may be increased.

And I further direct that the sum of £10,000 . . . shall be held as a repair fund the income whereof shall be expended in maintaining and repairing the College buildings.

[This portion of the Will is concluded with advice to the College authorities that they consult the Rhodes Trustees as to the investment and handling of these various funds.]

### Articles 13, 14, 15

### III.

[provide for the disposition and maintenance of De Groote Schuur, Rhodes's South African residence, directing that it be left as a residence for the Prime Minister for the time being of the Federated Government of the States of South Africa, and that certain of the expenses of its maintenance be paid from the income of the estate.]

### [THE SCHOLARSHIPS AT OXFORD.]

### IV.

16. Whereas I consider that the education of young Colonists at one of the Universities in the United Kingdom is of great advantage to them for giving breadth to their views for their instruction in life and manners and for instilling into their minds the advantage to the Colonies as well as to the United Kingdom of the retention of the unity of the Empire And whereas in the case of young Colonists studying at a University in the United Kingdom I attach very great importance to the University having a residential system such as is in force at the Universities of Oxford and Cambridge for without it those students are at the most critical period of their lives left without any supervision And whereas there are at the present time 50 or more students from South

<sup>1</sup> High Table, the table in the College Hall, at which 'senior members', that is, the 'dons' and graduates of a College Body, dine.

Africa studying at the University of Edinburgh many of whom are attracted there by its excellent medical school and I should like to establish some of the Scholarships hereinafter mentioned in that University but owing to its not having such a residential system as aforesaid I feel obliged to refrain from doing so And whereas my own University the University of Oxford has such a system and I suggest that it should try and extend its scope so as if possible to make its medical school at least as good as that at the University of Edinburgh And whereas I also desire to encourage and foster an appreciation of the advantages which I implicitly believe will result from the union of the English-speaking peoples throughout the world and to encourage in the students from the United States of North America who will benefit from the American Scholarships to be established for the reason above given at the University of Oxford under this my Will an attachment to the country from which they have sprung but without I hope withdrawing them or their sympathies from the land of their adoption or birth Now therefore I direct my Trustees as soon as may be after my death and either simultaneously or gradually as they shall find convenient and if gradually then in such order as they shall think fit to establish for male students the scholarships hereinafter directed to be established each of which shall be of yearly value of £300 and be tenable at any College in the University of Oxford for three consecutive academical years.

17. I direct my Trustees to establish certain Scholarships and these Scholarships I sometimes hereinafter refer to as 'the Colonial Scholarships'.

18. The appropriation of the Colonial Scholarships and the numbers to be annually filled up shall be in accordance with the following table:—

Total No. appropriated	To be tenable by Students of or from <sup>1</sup>	No. of Scholarships to be filled each year
9	Rhodesia . . . . .	3 and no more
3	The South African College School in the Colony of Cape of Good Hope . . . . .	1 and no more
3	The Stellenbosch College School in the same Colony . . . . .	1 and no more
3	The Diocesan College School of Rondebosch in the same Colony . . . . .	1 and no more
3	St Andrews College School Grahams-town in the same Colony . . . . .	1 and no more
3	The Colony of Natal . . . . .	1 and no more
3	The Colony of New South Wales . . . . .	1 and no more
3	The Colony of Victoria . . . . .	1 and no more
3	The Colony of South Australia . . . . .	1 and no more
3	The Colony of Queensland . . . . .	1 and no more
3	The Colony of Western Australia . . . . .	1 and no more
3	The Colony of Tasmania . . . . .	1 and no more
3	The Colony of New Zealand . . . . .	1 and no more
3	The Province of Ontario in the Dominion of Canada . . . . .	1 and no more
3	The Province of Quebec in the Dominion of Canada . . . . .	1 and no more
3	The Colony or Island of Newfoundland and its Dependencies . . . . .	1 and no more
3	The Colony or Islands of the Bermudas . . . . .	1 and no more
3	The Colony or Island of Jamaica . . . . .	1 and no more

19. I further direct my Trustees to establish additional Scholarships sufficient in number for the appropriation in the next following clause hereof directed and those Scholarships I sometimes herein-after refer to as 'the American Scholarships'.

<sup>1</sup> These have been rearranged and increased to the number of  
93 See p. 29.

20. I appropriate two of the American Scholarships to each of the present States and Territories of the United States of North America provided that if any of the said Territories shall in my lifetime be admitted as a State the Scholarships appropriated to such Territory shall be appropriated to such State and that my Trustees may in their uncontrolled discretion withhold for such time as they shall think fit the appropriation of Scholarships to any Territory.

21. I direct that of the two Scholarships appropriated to a State or Territory not more than one shall be filled up in any year so that at no time shall more than two Scholarships be held for the same State or Territory.

22. The Scholarships shall be paid only out of income and in the event at any time of income being insufficient for payment in full of all the Scholarships for the time being payable I direct that (without prejudice to the vested interests of holders for the time being of Scholarships) the following order of priority shall regulate the payment of Scholarships.

[Provided that:—

Scholarships shall be paid of (i) students from Rhodesia, (ii) of students from the South African Stellenbosch, Rondebosch, and St. Andrews School, (iii) of students from the other British Colonies, (iv) of students holding the American Scholarships.

Articles 23, 24, 25, which dealt with the qualities of *candidates and methods of selection*, were replaced by clauses in the Codicil of Oct. 11, 1901. See p. 18.]

26. A qualified student who has been elected as aforesaid shall within six calendar months after his election or as soon thereafter as he can be admitted

into residence or within such extended time as my Trustees shall allow commence residence as an undergraduate at some College in the University of Oxford.

27. The Scholarship shall be payable to him from the time when he shall commence such residence.

28. I desire that the Scholars holding the Scholarships shall be distributed amongst the Colleges of the University of Oxford and not resort in undue numbers to one or more Colleges only.

29. Notwithstanding anything hereinbefore contained my Trustees may in their uncontrolled discretion suspend for such time as they shall think fit or remove any Scholar from his Scholarship.

#### Article 30

[gives the Trustees authority to *make vary or repeal* regulations general or particular with regard to (i) the election of qualified students and the methods by which qualifications are to be ascertained, (ii) the tenure of Scholarships, (iii) suspension and removal of Scholars, (iv) payment of scholarships, (v) the method for giving effect to clause 28, (vi) any other matter which they may think necessary with regard to the Scholarships.]

#### Articles 31, 32

[continue specifications as to the authority of the Trustees.]

33. No regulations made under clause 30 or made and approved of under clauses 31 and 32 hereof shall be inconsistent with any of the provisions herein contained.

34. In order that the Scholars past and present may have opportunities of meeting and discussing their experiences and prospects I desire that my Trustees shall annually give a dinner to the past and present Scholars able and willing to attend at which



I hope my Trustees or some of them will be able to be present and to which they will I hope from time to time invite as guests persons who have shown sympathy with the views expressed by me in this Will.

**Article 35**

[leaves the Trustees free to "set apart out of my estate such a Scholarship fund . . . as they shall consider sufficient by its income to pay the Scholarships and in addition a yearly sum of £1,000 ".]

**Articles 36, 37**

[leave the Trustees free to invest the Scholarship fund as they shall "in their uncontrolled discretion " see fit.]

**Article 38**

[provides for the establishment of "further Scholarships" —"for students of such British Colonies or Dependencies" as the Trustees shall see fit—such Scholarships to "correspond in all respects with the Scholarships hereinbefore directed".]

39. Until the Scholarship fund shall have been set apart as aforesaid I charge the same and the Scholarships upon the residue of my real and personal estate.

40. I give the residue of my real and personal estate unto such of them the said Earl of Rosebery Earl Grey Alfred Bert William Stead Lewis Lloyd Michell and Bouchier Francis Hawksley as shall be living at my death absolutely and if more than one as joint tenants.

41. [Trustees may employ a Secretary or Agent to transact all business required to be done by the Trust.]

"42." My intention is that there shall always be at least three Trustees of my Will so far as it relates to the Scholarship Trusts and therefore I direct that whenever there shall be less than three Trustees

a new Trustee or new Trustees shall be forthwith appointed.

In witness whereof I have hereunto set my hand the day and year first above written.

Signed (. . .) C. J. Rhodes.

(Witnesses) Charles T. Metcalfe, P. Jourdan,  
Arthur Sawyer.

### CODICILS.

(1.) A Codicil added by Rhodes revoking the appoint- I.  
ment of Mr. Stead as one of his executors. (See Clause 2, 'Jan. 1900 '  
p. 10.) Really  
Jan., 1901.

(Witnesses) Lewis L. Michell.  
H. Godder.

America has already  
been provided for.  
C. J. R.

(2.) This is a further Codicil to my Will. German  
I note the German Emperor has made in- Scholar-  
struction in English compulsory in German ships.  
schools. I leave five yearly Scholarships at  
Oxford of £250 per annum to students of  
German birth the Scholars to be nominated  
by the German Emperor for the time being.  
Each Scholarship to continue for three years  
so that each year after the first three there  
will be fifteen Scholars. The object is that  
an understanding between the three great  
Powers will render war impossible and edu-  
cational relations make the strongest tie.

C. J. Rhodes.

(Witnesses) C. V. Webb.  
W. G. V. Carter.

(3.) [Endorsed on back of above.]

A yearly amount should be put in British Consols to provide for the bequests in my Will when the Diamond Mine works out; the above is an instruction to the Trustees of my Will.

C. J. R.

Jan., 1901. (4.) [Provisions for certain Inyange farms.]

II. I appoint the Right Honourable Alfred Lord  
Oct. 11, Milner to be an Executor and Trustee of my said  
1901. Will . . . in all respects as though he had been originally appointed (. . .) I revoke clauses 23, 24 and 25 of my said Will and in lieu thereof substitute the three following clauses which I direct shall be read as though originally clauses 23, 24 and 25 of my said Will:—

23. My desire being that the students who shall be elected to the Scholarships shall not be merely bookworms I direct that in the election of a student to a Scholarship regard shall be had to:—

(i) his literary and scholastic attainments.

(ii) his fondness for and success in manly outdoor sports such as cricket football and the like.

(iii) his qualities of manhood truth courage devotion to duty sympathy for and protection of the weak kindness unselfishness and fellowship and

(iv) his exhibition during school days of moral force of character and of instincts to lead and to take an interest in his schoolmates for those latter attributes will be likely in after life to guide him to esteem the performance of public duty his highest aim.

As mere suggestions for the guidance of those who will have the choice of students for the Scholarships

I record that (i) my ideal qualified student would combine these four qualifications in the proportions of  $\frac{3}{10}$  for the first  $\frac{2}{10}$  for the second  $\frac{3}{10}$  for the third and  $\frac{2}{10}$  for the fourth qualification<sup>1</sup> so that according to my ideas if the maximum number of marks for any Scholarship were 200 they would be apportioned as follows—60 to each of the first and third qualifications and 40 to each of the second and fourth qualifications. (ii) The marks for the several qualifications would be awarded independently as follows (that is to say) the marks for the first qualification by examination for the second and third qualifications respectively by ballot by the fellow students of the candidates and for the fourth qualification by the head-master of the candidate's school. (iii) The results of the awards (that is to say the marks obtained by each candidate for each qualification) would be sent as soon as possible for consideration to the Trustees or to some person or persons appointed to receive the same and the person or persons so appointed would ascertain by averaging the marks in blocks of 20 marks each of all candidates the best ideal qualified students.<sup>2</sup>

24.<sup>3</sup> No student shall be qualified or disqualified for election to a Scholarship on account of his race or religious opinions.

25.<sup>4</sup> Except in the cases of the four schools hereinbefore mentioned. [The four South African Colleges. See Clause 18.]

<sup>1</sup> The original clause gave  $\frac{3}{10}$ ,  $\frac{2}{10}$ ,  $\frac{3}{10}$ ,  $\frac{2}{10}$ , for i, ii, iii, iv, respectively, with a maximum number of 100, to be divided into 40, 20, 20, 20.

<sup>2</sup> Cf. *L. W. & T.*, Stead, p. 38, note *i*.

<sup>3</sup> § 24 appears in these same words in the original.

<sup>4</sup> § 25. The meaning is practically the same as in the original; the wording slightly changed.

The election to Scholarships shall be by the Trustees after such (if any) consultation as they shall think fit with the Minister having control of education in such Colony, Province, State or Territory.

Signed (. . .) C. J. Rhodes.

Witnesses:

George Frost.

Frank Brown.

III. [This codicil deals chiefly with the disposition of  
Jan. 18, various properties and of the Dalham Hall estate in  
1902. England.]

IV. I make Dr. Jameson one of the Trustees of my  
Mar. 12, Will with the same rights as Lord Milner Lord  
1902. Rosebery Mr. Michell Lord Grey Mr. Beit and  
Mr. Hawksley.

C. J. Rhodes.

Witnesses:

G. J. Krieger.

A. Helaler.

Hollams, Sons, Coward and Hawksley,  
30, Mincing Lane,  
E.C.

[The Trustees at present are as follows:—The Earl of Rosebery, Earl Grey, Lord Milner, Sir Lewis Lloyd Michell, Bouchier Francis Hawksley, Dr. Jameson.]

## CHAPTER III

### FROM PROVISION TO PRACTICE

1902-1906

#### THE MEASURES AND STEPS BY WHICH THE SCHOLARSHIP SYSTEM HAS BEEN ORGANIZED

CECIL RHODES had no idea that his Will was a perfect document. He well realized the difficulty and the complexity of the problem of organizing and putting in practice the Scholarship system for which he was providing; and with clear foresight he made the will elastic, leaving to his Trustees and their agents the development of details.

He had always in life expressed a rare confidence in the Anglo-Saxon race. His Will bears witness to the confidence which he placed in the training capacity of the oldest seat of Anglo-Saxon learning, in the skill and public spirit of his Trustees, and in the assimilative capacities of a cosmopolitan group of students of Anglo-Saxon stock whom he meant to draw together.

The first step for the Trustees was to secure agents who should have personal supervision of the task of organizing and engineering the machinery by which Rhodes Scholars should be selected, introduced to Oxford, and instructed, advised, and guided in the various intricacies of what, to most of them, would prove an altogether new system. Dr. George R. Parkin, LL.D., G.M.G., was called from his position as President of Upper Canada College, Toronto, and accepted and undertook the task of 'world agent', so to speak, of the Rhodes Trust. His wide experience in educational work, his knowledge of Oxford as an Oxford student, and his intimate knowledge of the parts of the British Empire and of the

English speaking world eminently fitted Dr. Parkin for the position which he assumed.

Mr. Francis J. Wylie, M.A., a Fellow of Brasenose College, Oxford, was chosen to fill an executive and diplomatic position as the Oxford representative of the Trustees, a position which makes him at once the negotiator between the Trust and the University, and, until the Scholars' applications for College entrance are adjusted and accepted, between the Scholars and the University and Colleges.

To Dr. Parkin was entrusted the making of the necessary arrangements with Oxford, and the construction of a system for selecting and appointing Scholars. Negotiations with the University and with the Colleges found all the Colleges willing to accept Rhodes Scholars, although their requirements varied somewhat. The Trustees found it advisable to require that only men who showed ability to pass Responsions<sup>1</sup> should be eligible.

Entrance to an Oxford College is not as simple a matter as entering most Colleges or Universities in the United States, Germany, the British Colonies or even other Universities in the United Kingdom.

The handling of an endless variety of questions which would naturally arise in this connexion, negotiations between the appointed Scholars and Oxford, and the adjustment of individual difficulties at Oxford became, as they continue to be, the charge of Mr. Wylie.

Dr. Parkin was then able to set out on what became a one-hundred-thousand-mile trip to the 'ends of the earth', to approach the authorities in the centres from which Rhodes Scholars were to be drawn. It was his mission to deal with ever-varying local conditions, and establish in each centre an appointive system which would at once satisfy the requirements of the Will, the requirements of the University, and the circumstances of the local educational (and sometimes political) régimes. Only through the elasticity of the Will, which gave discretionary powers to the Trustees, and through which they,

<sup>1</sup> This rule was not at first applied in certain Colonies—South Africa, West Australia, and Queensland; but henceforth all candidates who are not exempted by the University Statutes will be obliged to pass Responsions or an equivalent.

in turn, allowed Dr. Parkin to deal with local conditions, was the success of these negotiations made possible.

Of this unique trip of organization Dr. Parkin says:—

‘Practically it has brought me in touch with almost every educational man of weight in the United States and in all our Colonies. In New York I met the heads of fifteen of the greatest American Universities, and in Washington the Presidents of the State Universities throughout the Union assembled in conference. At Boston the Colleges and Schools of New England were represented. At Chicago nearly sixty heads of Colleges from the six neighbouring States, representing altogether between twenty and twenty-five millions of people, had been drawn together by President Harper. At Atlanta the nine Southern States were represented, the delegates coming 600 miles southward from Virginia and 500 miles northward from Louisiana. At Kansas City, Spokane, San Francisco, and Denver, the representatives of the Far West and the Pacific Coast were collected. In the Maritime Provinces of Canada, at Montreal, Toronto, Winnipeg, Regina, and Vancouver, independent conferences were held, as also in each of the Australian States, in New Zealand, Bermuda, Jamaica and Newfoundland. In South Africa the consultation was chiefly with individual schools or the heads of educational departments.’<sup>1</sup>

As may readily be seen from clause 23 of the Will, Rhodes had in mind a system of selection which is only possible to ‘Schools’ and to some Colleges which are organized after the manner of the English ‘Public School’. Obviously this system would be altogether inapplicable in most parts of the United States and in the newer parts of the British Empire. Clause 25, however, leaves to the Trustees the right to make such arrangements and provide such a system as shall be found practicable.

The questions, then, which these conferences had to discuss were: the extent to which it was possible to adhere to Rhodes’s suggestions; methods of selection; the committees of selection; eligibility; age limits; con-

<sup>1</sup> Paper read before the Royal Colonial Institute, Dec., 1904. *Journal*, No. 1, 1904-5.



ditions of domicile; and school or collegiate standing which should govern candidature and appointment.

The results were, broadly speaking, as follows:<sup>1</sup>—

In those Colonies where neither Governor nor Chief Justice is elected or directly subject to political influence, these officials were asked to act along with educational men on the Committees of Selection.

In four of the Canadian Provinces and a few States of the United States a system was agreed upon among the leading Colleges or Universities whereby they were to nominate Scholars in rotation. (This remains the case only in Maine, Vermont, and Washington, and these may soon be changed.)

Scholars from Cape Colony were of course chosen from the individual schools to which Scholarships were assigned.

Whenever the number of Independent Colleges or Universities is large, and when courses of study vary widely, it was found most practicable to adopt a plan of open candidature.

Aside from those Committees in which the Governor and Chief Justice were included, the Committee of Selection were chosen entirely from among prominent educators. The Presidents of the leading Universities are chairmen or members of those Committees, and two, four, or six, prominent University men of their respective States or Provinces are associated with them. The constitution of Committees in the United States has been kept purely academic.

In Germany the appointment as provided by the Will lies with the Emperor.

Age limits and preparatory training were absorbing questions. The English boy 'comes up' to Oxford as a rule in his nineteenth or twentieth year, after from four to seven years in a 'Public School' such as Eton, Harrow, Westminster, Winchester (or from a smaller school with much the same academic system). The English 'Public School' (which is not a Public School at all, see p. 47) differs widely in character and in curriculum

<sup>1</sup> Cf. also Ch. iv.

from the American 'High School' or Preparatory School, if we except a group of academic schools—nearly all in the East—which are modelled on the English system.

It was therefore a question of prime importance to what extent it would be necessary, and then how far desirable and advisable, that the equipment of Rhodes Scholars should approximate to that of their college-mates-to-be, and in what respects they might advantageously differ.

It was pointed out in the Conferences:—

That the English 'Public School' gives a boy an opportunity to distinguish himself through its elaborate system of athletics and scholarship examinations at an earlier age than is usual in Colonial or American Secondary Schools.

That the American or Colonial student after two or more years of college or University life at home would be much better fitted to enter Oxford without handicap than if he went directly from his Secondary School.

That for the sake of understanding the English University from the American point of view and the American University from the English point of view, likewise for understanding and comparing other institutions, and above all for the sake of his later life when he should return to live in his own country, he ought to have a preliminary experience of University life in his own country.

That in order to appreciate and make the most of the advantages or opportunities which his position as a Rhodes Scholar would offer him, and to avoid the temptations to idleness to which Oxford would expose him and the variety of temptations which the long Vacation present, and in order that he might know, and remain in thoughtful and intimate sympathy with affairs in his own country, it would be greatly to his advantage to be more mature than the average graduate of the Colonial or American Secondary School, or than the ordinary Oxford matriculant.

W. T. Harris, United States Commissioner of Education, said in 1902:<sup>1</sup>—'It would seem best that our can-

<sup>1</sup> Ch. xxxiv, *Report of the Commissioners of Education for 1902*, Wash. Govt. Printing Office, 1903.

didates for the Rhodes Scholarships should all have obtained a preparation amounting to that required for the A.B. degree.' The consensus of opinion, while not going to that length, was that at least two years of previous College or University life should be required, and with few exceptions this was made the rule.<sup>1</sup>

In cases where a Committee expressly asked leave to appoint from Secondary Schools, leave was granted. (This privilege has not been made use of.) Two years' college requirements were adopted for Canada, for four of the six Australian States, and for New Zealand.

Three of the four South African schools to which Scholarships were especially assigned, asked to be allowed to send pupils who had pursued their work after leaving school for at least two years at the Cape University.

Queensland, West Australia, Natal, Rhodesia, Newfoundland, Bermuda, and Jamaica are the only Colonies where two years' University standing is not insisted on.<sup>2</sup>

This preliminary work of organization occupied Dr. Parkin, beginning in the early Fall of 1902, for more than a year. In the Spring of 1903 Mr. Wylie assumed office in Oxford. In December, 1903, the Trustees issued Memoranda to the Colonies and to the States, then to the Committees of Selection; and through them prospective candidates were informed of the conditions and regulations which they must fulfil.<sup>3</sup>

Seven South Africans and five Germans were appointed to Scholarships in 1903, and, with one exception, these men, the first Rhodes Scholars, entered Oxford in Michaelmas Term of that year (Oct. 1903).

In March, 1904, Dr. Parkin arrived in New York

<sup>1</sup> For further discussion see Dr. Parkin, *Col. Inst. Rep.*, pp. 20-3; W. T. Harris (pp. 957-8), *Report of the Commissioners of Education*, 1902.

<sup>2</sup> For result of discussions regarding age limits, domicile, and general requirements, see Ch. iv.

<sup>3</sup> The first attempt in the United States to publish definite information on the subject for the benefit of possible candidates was made by the University of Mississippi, which published a 'Bulletin' in October, 1903, giving the clauses of the Will and instructions which had been issued up to that date with regard to the Scholarships.

with a package of sealed envelopes which contained the examination questions, prepared in Oxford to be 'set' in the United States and Canada for the qualifying examination. On April 13, the first papers were opened simultaneously at various appointed centres throughout the two countries. The various sets of papers were opened successively in the presence of the supervising examiners as the hours of each examination arrived, during that day and the next. In the United States 236 candidates took the examination, and in Canada 7. When papers were finished the supervising examiners sealed them, and the whole number were sent to Oxford, there to be read and passed upon.

Of 242 who took this first examination 126 satisfied the examiners.

The names of those who 'passed' were reported to their Committees. From these lists the Committees then made their selection. When more than one candidate was eligible, the choice was to be based as far as possible upon Rhodes's suggestions as laid down in clause 23 of the Will.<sup>1</sup>

In 1904, 48 scholars were selected from lists of candidates who had passed the examination; 19 Colonial scholars were chosen without examination; five Germans were also appointed.

The appointees were instructed to enter into negotiations with Oxford Colleges, through Mr. Wylie, at once.

Candidates were, and are, of course, allowed a choice in the matter of Colleges (students can only enter the University through a College), and this is a matter of considerable importance.<sup>2</sup> Owing to the lateness of certain appointments, and owing to the difficulty experienced in some quarters in getting sufficient information on the requirements and on the characteristics of different Colleges, there was some confusion, a good deal of puzzling, and numerous cases of almost random choosing in the expression of preference for this or that College, and in the acceptance of applications by the Colleges.

In October, 1904, the first large group of Rhodes

<sup>1</sup> See also Ch. iv.

<sup>2</sup> See Ch. iv, pp. 42, 43; Ch. viii, pp. 109, 110.

Scholars, 72 in number, was matriculated at Oxford. The two questions which most vexed the Rhodes Scholars and the College and University authorities in that year were that of 'standing' and that of 'choosing a course', and these questions, while being simplified and made easier of settlement, will remain as problems which will confront the majority of foreign students who enter Oxford, especially Americans.<sup>1</sup>

In October, 1905, 67 more Rhodes Scholars arrived, followed in October, 1906, by 28 more, there being for 1906 no appointments in the United States. In the interval eighteen have 'gone down'<sup>2</sup> and two have died.

The system of appointment, including Methods, Committees, and Regulations, has required some alteration and constant supervision—matters that occupy Dr. Parkin's attention. At Oxford, personal negotiation, introduction, the adjustment of ever-rising individual questions, consultations, suggestion and advice when sought, and—by no means least—the issuing of quarterly cheques, are the *technical* functions of Mr. Wylie's office.

Such, in brief, have been the successive steps by which the machinery has been set up and put in motion for realizing the elementary stages of the Rhodes Scholarship Scheme. By these means Rhodes Scholars have entered—and some have already left—Oxford. At present (January, 1907) there are in residence on the banks of the Isis 158 students who, in the words of the late Dr. Monro of Oriel, 'benefiting by the munificence of Cecil Rhodes, now come from distant colonies and from nations joined to us by the tie of culture and of scholarship.'

The Rhodes Scholar enters Oxford, not as a 'Scholar',<sup>3</sup> but as a 'Commoner'<sup>3</sup>; his relations and responsibilities to the University are those of the ordinary undergraduate.

<sup>1</sup> See Ch. vi, Pt. 2, on the Oxford System.

<sup>2</sup> The Scholars appointed in 1903 finished their course in 1906.

<sup>3</sup> A Scholar is an undergraduate who, as the result of examination, is entitled to a grant of so much (generally £80) per annum by the College. This amount is subtracted from his 'battels', not paid directly to him. Scholarships are given for two years, renewable for a further two years, without further examination. A Commoner is one who is not entitled to such a grant from a College.

## RHODES SCHOLARS

A LIST CONTAINING THE NUMBER OF APPOINTMENTS, ETC., TO DATE.

	No. of Scholarships open per year.	No. of Scholars allowed to be in residence at one time.	No. appointed in 1903.	1904.	1905.	1906.	Total number to date.	No. gone down.	No. deceased.	No. now in residence in Oxford, January, 1907.
Canada . . .	8	24	— <sup>1</sup>	9 <sup>2</sup>	7	8	24	—	—	24
Newfoundland . . .	1	3	—	1	1	1	3	—	—	3
Jamaica . . .	1	3	—	1	1	1	3	—	—	3
Bermuda . . .	1	3	—	1	1	1	3	—	—	3
Australasia (including New Zealand)	7	21	—	7	7	7	21	—	—	21
South Africa . . .	8	24	7	5	7	5	24	8	—	16
United States . . .	48 <sup>3</sup>	96 <sup>3</sup>	—	43	38	—	81	3	2	77
Germany . . .	5	15	5	5	5	5	20	9	—	11
Total number appointed each year . . .			13	72	67	28	179	21		
Total number appointed to date . . .										158
Total number gone down or deceased . . .										
Total number now in residence . . .										

<sup>1</sup> The arrangements for appointments in the Colonies, other than South Africa, and in the United States had not yet been completed.

<sup>2</sup> Quebec sent two (instead of one) by special leave.

<sup>3</sup> The appointments in the United States are made but two years in each three, there being none the third year. The appointments will be made in 1907, 1908, 1910, 1911, &c.

He has served his time as a 'curiosity', the Chancellor has welcomed him, the Proctor has declared his approval of his presence, the Examiners have been 'satisfied', and the University has conferred degrees upon some of his number. His 'Rhodes Scholarship' is ceasing to be emphasized, and it is understood that it is his business and his purpose to live the life, so far as is compatible with his individual tastes, his character, and his principles, of the ordinary Oxford student.

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In 1904

Arizona, Florida, Mississippi, Nevada, and New Mexico did not send scholars.

South Africa sent two less than its full number; Canada one more, by special leave.

In 1905

Alabama, Arkansas, Arizona, Mississippi, Montana, Nevada, North Dakota, Oregon, South Dakota, and Wyoming did not send scholars.

Canada sent one less than its full number.

In 1906

The United States was not entitled to appointments.

South Africa sent two less than its full number.

## CHAPTER IV

### THE APPOINTMENT

ELIGIBILITY, REQUIREMENTS, QUALIFICATIONS, EXAMINATION,  
METHODS OF SELECTION, METHODS OF PROCEDURE AND  
INSTRUCTION

THE Rhodes Trust now issues Memoranda which deal with the regulations and instructions which govern the eligibility and selection of candidates in their respective centres. Information may be had from the Local Committees.<sup>1</sup> A brief condensation of these regulations as they appear at present will answer most of the technical questions which may present themselves to a prospective candidate.

#### Eligibility.

Candidates *must* be *subjects* of those countries which they represent, i. e. Colonials—British subjects; Americans—citizens of the United States; Germans—German subjects.

Candidates must be unmarried.

Candidates must have passed their nineteenth birthday (except: West Australia—seventeenth, Queensland, Jamaica, and Newfoundland—eighteenth); but must not have passed their twenty-fifth (Newfoundland—twenty-first, South Africa—twenty-fourth) by October 1st of the year for which they are elected.

Candidates, *except those who are exempted by the Colonial Universities Statute or by special regulations (see, for various States, Provinces, and Colonies, below)*, shall pass the 'Responsions' examination of the University of Oxford or its equivalent before becoming eligible for election.<sup>2</sup>

<sup>1</sup> See Appendix, p. 128 ff.

<sup>2</sup> See Chap. vi, on 'Oxford System'. Also Appendix, with list of Affiliated Institutions, p. 168.



*This examination is in no way competitive. It is merely a qualifying test to guarantee a degree of scholarship which will allow a student to take up a course at Oxford.*

### The Examination.

Papers.

At the request of the Trustees, the University of Oxford named in 1904 and 1905 a Board of Examiners to prepare and handle papers for this special examination. The same method will be adopted in 1907, and probably with little change henceforth. Papers are arranged in Oxford, printed, enclosed in sealed packages, and sent to the Chairman of each Committee of Selection. These packages are opened by the supervising examiner at the time and place announced for the examination and in the presence of the candidates.

Time and place.

This examination will be held each year (except in the case of American, German, and South African scholarships, as noted above on p. 24) in each State or Territory, Province and Colony, not later than the month of January, at suitable centres fixed upon by the respective Committees of Selection. The Committees will appoint suitable persons to supervise the examination and ensure its impartial conduct.

Stationery will be supplied. The packets of papers when opened will be found to contain the examination questions, time tables, the printed text of classical passages, &c., which are set in questions. Therefore *no textbooks will be required.*

The subjects and books assigned may vary slightly from year to year. The requirements, however, are as follows :<sup>1</sup>—

1. Arithmetic—the whole.

2. *Either*, The Elements of Algebra—Addition, Subtraction, Multiplication, Division, Greatest Common Measure, Least Common Multiple, Fractions, Extraction of Square Root, Simple Equations containing one or two unknown quantities, and problems producing such equations ;

*Or*, The Elements of Geometry.

<sup>1</sup> For a copy of the examination papers set in 1907, see Appendix, p. 136 ff.

Elementary questions, including propositions enunciated by Euclid, and easy deductions therefrom, will be set on the subject-matter contained in the following portions of Euclid's Elements, viz. :—

Book I. The whole, excluding propositions 7, 16, 17, 21.

Book II. The whole, excluding proposition 8.

Book III. The whole, excluding propositions 2, 4-10, 13, 23, 24, 26-29.

Any method of proof will be accepted which shows clearness and accuracy in geometrical reasoning. So far as possible, candidates should aim at making the proof of any proposition complete in itself. In the case of propositions 1-7, 9, 10 of Book II, algebraical proofs will be allowed.

The American student especially should note that *arithmetic* includes *circulating decimals* and *English money*.

3. *Greek and Latin Grammar*.

4. *Translation from English into Latin Prose*.

5. *One Greek and one Latin book*.

Any of the following portions of the under-mentioned authors will be accepted as a 'book':—

Demosthenes: *De Corona*.

Euripides (any two of the following Plays: *Hecuba*, *Medea*, *Alcestis*, *Bacchae*).

Homer: (1) *Iliad*, 1-5 or 2-6; or (2) *Odyssey*, 1-5, 2-6.

Plato: *Apology* and *Crito*.

Sophocles: *Antigone* and *Ajax*.

Xenophon: *Anabasis*, 1-4 or 2-5.

Caesar: *De Bello Gallico*, 1-4.

Cicero: (1) *Philippics*, 1, 2; or (2) *In Catilinam*, 1-3, and *In Verrem Actio I*; or (3) *Pro Murena* and *Pro Lege Manilia*; or (4) *De Senectute* and *De Amicitia*.

Horace: (1) *Odes*, 1-5; or (2) *Satires*; or (3) *Epistles*.

Livy: Books 5 and 6.

Virgil: (1) the *Bucolics*, with Books 1-3 of the *Aeneid*; or (2) the *Georgics*; or (3) the *Aeneid*, Books 1-5 or 2-6.

Candidates, in preparation, may save time by noticing that *one Greek and one Latin book only* are required. Translations *only* are required; no questions being asked on the context or the grammar of the passages in the set Books. *Greek and Latin Grammar and Latin Prose* should

*be given special attention for the separate papers set on those subjects.*<sup>1</sup>

**Texts.** The Texts used are the Oxford Classical Texts (so far as published).

**Examination Papers.** The papers written by candidates will be collected at the end of each examination, sealed, and sent to Oxford, where they will be examined. The names of those candidates who have satisfied the examiners will then be listed and sent to their respective Committees, and from these and the names of candidates who have otherwise qualified the Committee will make a selection. A certificate of having passed Responsions or of exemption from Responsions holds good permanently, so that a person once having obtained such certificates need not take the examination again in order to qualify as a candidate, and no holder of such certificate will be required to take Responsions upon entering the University of Oxford.

**Selection.** Any questions of doubtful eligibility are to be settled by the local Committee of Selection.

The appointment shall be made each year; not later than the first of March in Australia and New Zealand; not later than the end of March in the other States, Territories, Provinces, and Colonies. The Scholar elected will begin residence in Oxford in October of the year in which he is elected.

## LOCAL QUALIFICATIONS

### Australasia.

The Universities of Sydney (New South Wales), Melbourne (Victoria), Adelaide (South Australia), and Tasmania have applied for and been admitted to the privileges of the Colonial Universities' Statute<sup>2</sup>, so that candidates coming from these Universities who have fulfilled the stated conditions are accepted as candidates for Rhodes Scholarships without further examination.

<sup>1</sup> Sets of Responson Papers for past years may be obtained from the Clarendon Press, Oxford, or from Oxford University Press, 91 Fifth Avenue, New York. Price one shilling : twenty-five cents.

<sup>2</sup> See p. 140.

**New South Wales.** Candidates shall be undergraduates or graduates of the University of Sydney.

Candidates shall have resided in New South Wales for an aggregate period of four years during the five years immediately preceding the date of election.

**Queensland.** Candidates shall have passed their eighteenth birthday, upper limit (25) remaining the same. No candidate shall be eligible for election who has been at a University for more than three years. No person who has taken advantage of a Queensland Exhibition shall be eligible for selection unless he consent to resign the Queensland Exhibition on election to a Rhodes Scholarship.

Every candidate shall have attended a Secondary School or Schools in Queensland continuously for three years, or his parents shall for the period of five years immediately preceding his application have been resident in Queensland.

**South Australia.** Candidates shall have lived in South Australia for an aggregate period of four years during the six years immediately preceding the date of their election.

**West Australia.** Candidates shall have passed their seventeenth birthday, the upper limit (25) remaining the same.

Candidates shall have been educated in a recognized School or Schools in West Australia for at least three years immediately before the election.

**Victoria.** Candidates must have been resident for at least seven years in the Commonwealth of Australia or its dependencies, in New Zealand or in Fiji, and for the three years immediately preceding the election must have been resident in Victoria.

**Tasmania.** Candidates must have passed the first and second annual examinations for any Bachelor's Degree in the University of Tasmania.

Candidates must have been resident in Tasmania for five years prior to being awarded Scholarships.<sup>1</sup>

<sup>1</sup> A scholar's absence from Tasmania in any other state of the Commonwealth or in New Zealand for educational purposes during any part of the first three of the said five years shall not prejudice

**Bermuda.**

A candidate must be a natural-born British subject who was born in Bermuda, or one of whose parents has been domiciled and resident in Bermuda, for at least five years immediately preceding January 1st in the year of selection, or in the event of his parents being dead, one of them must have been domiciled and resident in Bermuda for at least five years immediately prior to his or her death.

A candidate must have been educated in Bermuda for at least five years between the ages of twelve and twenty years.

A candidate who has attended a Colonial University affiliated to Oxford is exempted from Responsions.

**Canada.**

An elected Scholar must have reached at least the end of his sophomore or second year's work at some recognized degree-granting University or College of Canada.

Candidates may elect whether they will apply for the Scholarship of the Province in which they have acquired any considerable part of their educational qualification, or for that of the Province in which they have their ordinary private domicile, home or residence. They must be prepared to present themselves for examination or election in the Province they select. No candidate may compete in more than one Province, either in the same or successive years.

The following Canadian Universities have applied for and been admitted to the privileges of the Colonial Universities' Statute, so that candidates coming from these Universities who have fulfilled the conditions are accepted as candidates for Rhodes Scholarships without further examination:—

McGill University . . . . .	Montreal.
Laval University . . . . .	Quebec.
Toronto University . . . . .	Toronto.
Queen's University . . . . .	Kingston.

his right to a Scholarship on the ground of non-residence. Attendance at School, College, or University in Tasmania during school years or University terms shall be deemed residence.

Dalhousie University . . . . .	{	Halifax, Nova
		Scotia.
King's College University . . . . .	{	Windsor, Nova
		Scotia.
Acadia University . . . . .	{	Wolfville, Nova
		Scotia.
University of New Brunswick . . . . .	{	Fredericton, New
		Brunswick.
Mount Alison University . . . . .	{	Sackville, New
		Brunswick.
Manitoba University . . . . .	{	Winnipeg, Mani-
		toba. <sup>1</sup>

### Jamaica.

Candidates must have passed their eighteenth birthday, the upper limit (25) remaining the same.

The parents or recognized guardians of candidates must be actually domiciled in Jamaica, such domicile to include at least seven years of residence in Jamaica immediately preceding the election. In cases where, during the seven years' period, the parent or guardian has taken short holiday trips off the island, such absence shall not be counted.

Candidates must have passed at least five years of their life in Jamaica. If educated partially abroad, candidates must not have left Jamaica to commence such part of their education before the age of eleven years, their preliminary education having been secured in Jamaica.

Every third year the selection of the Rhodes Scholars will be made from the candidates who have lived in Jamaica for the whole of the seven years preceding the date of examination. In case of such candidate having been off the island for the benefit of his health during this period, the Committee of Selection may decide, if they think fit, that this does not interfere with his eligibility. (Candidates who have attended a Colonial University affiliated to Oxford are exempted from Responsions if they fulfil the conditions of the Statute.) The qualifying examination will be held in the city of Kingston each year.

<sup>1</sup> See p. 168.

### Newfoundland.

Candidates must have passed their eighteenth birthday, but must not have passed their twenty-first birthday, on the first of October of the year for which they are elected.

Candidates or their parents must have resided in the Colony for the five years immediately preceding the examination.

Candidates must have been regular attendant pupils or teachers *in one of the public schools of the Colony for the three scholastic years immediately previous to the examination*, provided that in alternate years, beginning in 1905, candidates who have received their education elsewhere subsequent to their fifteenth birthday, and who are otherwise qualified, shall be eligible.

The qualifying examination shall be held in the city of St. John's each year.

### New Zealand.

Candidates must be either graduates of the University of New Zealand or undergraduates of that University. They must have been for five years immediately preceding the year of election domiciled in the Colony, and must have been educated in the Colony four of such years.

The University of New Zealand has applied for and has been admitted to the privileges of the Colonial Universities' Statute, so that candidates coming from that University who have fulfilled the stated conditions are accepted as candidates for Rhodes Scholarships without further examination.

The qualifying examination will be held in the city of Kingston each year.

### South Africa.

Candidates must have passed their eighteenth, but not have passed their twenty-fourth birthday on October 1 of the year for which they are elected.<sup>1</sup>

<sup>1</sup> (For a clear understanding of the provisions in South Africa one should refer to the Memorandum issued by the Trust, as the arrangements differ in several points from those for the other Colonies. However, in addition to what follows here, see p. 132.)

**Natal.** (Additional Qualifications.) In Natal candidates are required (1) to have been educated at a School or Schools in the Colony of Natal for six years previous to the date of election, or (2) to have their legal domicile in Natal for six years, though acquiring their education or any part of it in other Colonies of South Africa. The Committee of Selection is free to make allowance at its discretion for temporary absences from the Colony or from South Africa during the six years referred to.

The Trustees desire to have assurances of full preparation up to the Oxford standard of Responsions of all Scholars elected by the four College Schools to which Scholarships are assigned in Cape Colony.

To this end permission has been given to these Schools to allow their elected Scholars, before taking up the Scholarship at Oxford, to pursue their studies, for a limited time after leaving school, at the higher institutions of the Colony.

In view of existing educational conditions, leave is occasionally given at present by the Trustees for candidates for the Scholarships assigned to Rhodesia who are being educated in other parts of Africa or in England to compete, provided that their parents reside in or are intimately connected with the Colony. In these instances the candidate is allowed to take Responsions or its equivalent either in England or in the Colony where he is receiving his education. Application for leave to compete under these conditions must be made to the Trustees directly or through the Director of Education for Rhodesia. Other things being equal, preference will be given to candidates educated in Rhodesia.

#### **The United States of America.**

An elected scholar shall have reached, before going into residence, at the least the end of his sophomore or second-year work at some recognized degree-granting University or College of the United States. An exception to this rule is made in the case of the State of Massachusetts, where, at the request of the Committee of Selection, authority is given to appoint from the Secondary Schools.



Candidates may elect whether they will apply for the Scholarship of the State or Territory in which they have acquired any large part of their educational qualification, or for that of the State or Territory in which they have their ordinary private domicile, home or residence. They may pass the qualifying examination at any centre, but they must be prepared to present themselves before election to the Committee of Selection in the State or Territory they select.

No candidate may compete in more than one State or Territory either in the same year or in successive years.

### Selection.<sup>1</sup>

In accordance with the wish of Mr. Rhodes, the Trustees desire that <sup>2</sup> 'in the selection of a student to a Scholarship regard shall be had to (i) his literary and scholastic attainments; (ii) his fondness for and success in manly outdoor sports, such as cricket, football, and the like; (iii) his qualities of manhood, truth, courage, devotion to duty, sympathy for and protection of the weak, kindness, unselfishness and fellowship; and (iv) his exhibition, during school days, of moral force of character and of instincts to lead and to take an interest in his school-mates'. Mr. Rhodes suggested that (ii) and (iii) should be decided in any School or College by votes of fellow students, and (iv) by the Head of the School or College.

Where circumstances render it impracticable to carry out the letter of these suggestions, the Trustees hope that every effort will be made to give effect to their spirit, but desire it to be understood that the final decision must rest with the Committee of Selection.

As a separate memorandum is prepared for each of several groups into which the scholarship system has been divided, it is impossible to reproduce here all the details of each. The following clauses are taken from the *Memorandum issued for the United States* :—

To aid in making a choice each qualified Candidate

<sup>1</sup> For a list of the Committees of Selection, see Appendix, p. 28.

<sup>2</sup> From the Will. See Chap. ii, p. 18.

should be required to furnish to the Chairman of the Committee of Selection :—

(a) A Certificate of age (showing that he is within the eligible limits of age).

(b) A full statement of his educational career at School and College, his record in athletics, and such testimonials from his masters at School and his professors at College, in reference to the qualities indicated by Mr. Rhodes, as will assist the judgement of the Committee of Selection.

(c) In cases where more than one Candidate from a single School or College or University has qualified, the School, College, or University should be required to select (in accordance with the views of Mr. Rhodes) its chosen representative to go before the Committee of Selection for final choice, and a Certificate that he has been so chosen shall be sent to the Chairman of the Committee of Selection.

Each *Candidate should personally present himself to the Committee of Selection* before a final decision is made, *unless specially excused by the Committee itself*, in which case a statement of the reasons should be sent to the Trustees.

If a careful comparison of these records and personal interviews with the Candidates do not furnish sufficient grounds for making a decision, the Committee of Selection is free to apply to the Candidates, or to any selected number of them, such further intellectual or other tests as they may consider necessary (for purposes of comparison).

The *Chairman of the Committee of Selection* should at once notify to the Trustees and to Mr. F. J. Wylie, The Rhodes Trust, Oxford, the name of the elected Scholar, and should forward to the latter all the records, credentials, and testimonials relating to the Scholar on which the election was made. These papers should be transmitted *immediately*, as they are used in consulting College authorities in regard to the admission of Scholars. It has been the experience of the past two years that Scholars have frequently been unable to gain admission to any of the Colleges of their preference owing to remissness in forwarding to Mr. Wylie the necessary information.

The following 'Instructions', issued to Scholars elected for the year 1905, indicate the course of procedure by which a Scholar is entered at Oxford :—

'1. In order to be admitted to the University of Oxford, it is necessary to be first accepted as a member of one of the Colleges which compose the University.

Election to a Rhodes Scholarship does not of itself admit to a College.<sup>1</sup> Every College has its own standard for admission, for Rhodes Scholars as for all other applicants, and accepts or rejects at its own discretion. Moreover, the number of Rhodes Scholars which any one College will admit is strictly limited. Few Colleges will admit more than five in any one year; and in the majority of cases four is the maximum. From the different candidates for admission a College will select those whose records suggest that they are most likely to do credit to the College to which they may belong. It is therefore essential that, in applying for admission to a College, a Scholar should submit the fullest possible evidence as to his personal character and academic record.

'2. The procedure for a Scholar-elect should be as follows :—

(1) *Immediately* on receiving notice of his election he should write to the Oxford Secretary to the Rhodes Trustees, Mr. F. J. Wylie, The Rhodes Trust, Oxford, stating in order the Colleges which he prefers.

(2) He should satisfy himself that the credentials which he submitted to the Committee of Selection have been forwarded by the Chairman to Mr. Wylie.

(3) He should himself forward to *Mr. Wylie* any portion of the following information which may not have been included in the documents submitted to the Committee of Selection :—

(a) A Certificate of age ;

(b) Testimonials as to character ;

(c) Certified evidence as to the Courses of Study pursued by the Scholar at his University, and as to the gradings attained to by him in those Courses. This evidence should be signed by the Registrar, or other responsible official, of his University ;

<sup>1</sup> See p. 64.

- (d) A Catalogue of his University ;
- (e) Evidence as to the general tastes and pursuits of the Scholar outside his Academic Course ;
- (f) Information as to the intentions of the Scholar in regard to the line of study he proposes to follow at Oxford.

It is also desirable that the Scholar should state to what religious denomination he belongs.

*All this material must reach Mr. Wylie by the beginning of the Summer Term—that is, by the middle of April at the latest.*

‘3. When Mr. Wylie has the necessary information in his hands he will attempt to secure for each Scholar admission to the College of his preference. That will not be always possible. When a Scholar fails to gain admission to the College which stands first on his list of preferences, Mr. Wylie will enter into negotiation with the College second on that list, and so on.

Where he is specially requested to do so, Mr. Wylie is prepared to select a College for a Scholar, but it is greatly to be preferred that each Scholar should, so far as possible, choose for himself.’

The Scholarship will be paid quarterly. The first Payment payment (£75) will be made in the course of the first of the week of the Michaelmas Term (October). No request Scholarship. for any earlier payment can be considered.

After a Scholar has been once accepted by a College he should conduct all further correspondence as to residence, studies, &c., directly with the College in question.<sup>1</sup> A Scholar must arrive in Oxford not later than the day on which his College assembles; and it will in most cases be advantageous to arrive a few days earlier

<sup>1</sup> See Chart, p. 60.

## PART II

### CHAPTER V

#### OXFORD AS IT IS

OR AS IT HAS SEEMED TO A RHODES SCHOLAR

Difficulty  
of de-  
scribing  
Oxford.

WHAT manner of place is Oxford? Every one knows Oxford: and yet, how little is Oxford understood—even by those who enjoy a period of residence within its gates! Tourists come for a day or a week, ask numerous questions, consult a guide or a book, see a few buildings and a picture postcard, and are ready to tell 'all about Oxford'. Yet the longer one stays in Oxford the more one hesitates to attempt description.

The University has its 'Statutes', its 'Handbook', its 'Calendar', its 'Examination Statutes', its 'Programmes' and 'Lecture Lists', which contain the official information which an American inquirer expects to find in his University 'Catalogues', 'Bulletins,' and 'College Annuals'. Then there are numberless books which deal with various phases of Oxford life, some of them serious, some merely impressionist sketches. But no one book professes to give a really comprehensive description of Oxford or to touch on all its phases; few persons have time or opportunity or inclination to read all; and still fewer, after reading of Oxford or living in Oxford, or doing both, agree in their impressions of what Oxford *really* is.

Oxford changes slowly, very slowly—and yet what one writes of Oxford to-day may seem inaccurate to his readers to-morrow: Oxford mills grind exceeding fine, yet what one person thinks wheat may seem to another chaff. It depends on the point of view. This is where the difficulty lies, and herein one feels his presumption when trying to make Oxford real and comprehensible to the uninitiated.

Really 'Oxford' means two things—it is the name of a place, and it represents an idea. Bonaparte said of himself that he was 'not a man but an event', and yet he was both. The word 'Napoleon' represents to us a *man* and an *idea*. The difficulty is to differentiate, to say how far the concrete and the abstract may be separated, and how far each is necessary to the proper understanding of the other. The technical purpose for which these chapters are intended suggests that this attempt to outline certain salient features of Oxford custom and practice shall be limited to the concrete, avoiding as far as possible the ideal side, especially where bordering on the lines of controversy.

Oxford is unique among Universities. Only Cambridge approximates to it in character and in system. No other English or Continental University is like these two. It is from its manner of life and from its environment that Oxford has acquired and maintained its individuality. The University has a history which by tradition antedates the Conquest; it has grown with England; its rights, its charters, its laws have undergone the vicissitudes of centuries and have developed in the same process of evolution with the charters and laws and Constitution of England. The Colleges have been intimately associated with the great events, constitutional, political, religious, and social, which have made English history: and the University has fought for and won its rights side by side with other English institutions.

As it exists to-day the University is 'sovereign' within its own borders, subject to the National Government only in regard to those greater obligations, such as an individual State in the United States owes to the National Government.

Oxford and Cambridge are not National or State Universities in the sense in which that term is applied to many Continental and American Universities. The English Government makes *no appropriation* for their support. And yet they are—and they only—in character the great national Universities of England.

Visitors from abroad come to Oxford, are shown about through College after College, and after many expressions

Two ideas: the abstract and the concrete.

Oxford. Unique character.

National position.

The University

a federation of surprise and delight exclaim, 'Yes, yes; excellent, excellent, but where is the University?' They are looking for the 'main building', the 'administration building', something concrete which they may call the University and they do not find it.

The University is a federation—an academic United States, made up of twenty-two 'societies'—the Colleges—each of which has its separate corporate existence.

Revenues The University is dependent for its running expenses on its endowments, fees, and the *pro rata* contributions from each of the Colleges. The Colleges are also supported by their endowments, which, usually in land, are considerable and yet decidedly variable, and also by College fees as paid by undergraduates. The University is not as rich in income as credited, and its yearly revenues are really insufficient for the enormous work which it undertakes.<sup>1</sup>

Expense There are a number of reasons why the cost of living at Oxford is high. The University, as explained, consists of a large number of separate establishments—the Colleges. Students are 'up' but one half of the year, and yet the College 'establishment' must be maintained the year round. A large number of servants are necessary to the system, which in respect to style of living and service resembles hotel life. The standard of maintenance and service demanded by the students themselves is not conducive to economy.

The student body. It is somewhat misleading to characterize Oxford and Cambridge as 'rich men's Universities'. The phrase is probably more appropriate to them than it is to any other English-speaking educational institutions; yet 'wealth' is not the key to entrance or to success in Oxford. So far as technical restrictions are concerned, the University is open 'without respect of birth, age, or creed to all persons who satisfy the appointed officers that they are likely to derive educational advantage from its membership'.<sup>2</sup>

In practice a considerable amount of ready cash is

<sup>1</sup> 'College revenues from lands have decreased alarmingly in recent years.'—Wells, *Oxford and Oxford Life*.

<sup>2</sup> *Handbook*, p. ix.

necessary for every one who wishes to enjoy the advantages of Oxford College life<sup>1</sup> The sons of aristocratic and of well-to-do families in England, if destined for University careers, are nearly all sent to Oxford or to Cambridge, and the student bodies are recruited largely from these sources. It is asserted that Oxford draws a large proportion of its students from some twenty 'Public Schools'. The boys who go through these 'Schools' have had most of their education away from home since their ninth or tenth years. The cost of living in an English 'Public School' is as great as, or greater than, that of educating a boy in an American Private Preparatory School or 'Military Academy'. Men who have been in these Schools usually come up to Oxford with a generous allowance.

But there are also in Oxford a large number of men whose means are comparatively limited. There is no such thing as 'working one's way' in Oxford, and practically the only way in which one's allowance may be supplemented is through the winning of a scholarship. The type of student who under Western conditions in America not infrequently 'starts his College career on nothing and graduates with a bank account' is impossible in Oxford. Again, while it is true that many men in Oxford consider themselves 'absolutely poor' on a sum which will keep a man in most Universities altogether comfortably, yet for all purposes of comparison there is an inconsiderable proportion of poor men in the University.

Oxford life is expensive—in many respects it *seems too expensive*. A high minimum allowance<sup>1</sup> is necessary to the student, just as some knowledge of Latin and Greek is necessary for passing Responsions; but it is as misleading to characterize the whole institution as a 'rich man's University' as it would be to say the whole student body is composed of scholars.

Within itself the University is very democratic. The Democ-  
lines of social cleavage are rather vertical than horizontal. cratic  
There is a thorough atmosphere of personal independence. character.

<sup>1</sup> See Chap. vii.



While peculiarities and eccentricities are discouraged, yet originality—so long as it does not annoy—is at a premium, and individuality is sacred to an extent best known to Englishmen. The diversity of interests and the variety of pursuits in which Oxford men are daily engaged cover almost as wide a range as the catalogue of individual tastes.

With all this diversity of taste and pursuit, the students within the University commonwealth are alike in this, that, whether from noble, aristocratic, or middle-class families, they generally represent achievement and ambition—and *most* of them regard their University course as a training for active political, professional, literary, or social life. Oxford and Cambridge claim pre-eminently to fit the men, who by reason of birth or merit succeed to the leading places in British administration and thought, for the high places which they are to fill. As Wellington gave credit for the victory of Waterloo to the 'playing-fields of Eton', so England gives credit for innumerable triumphs, military, civil, and political, for achievements, physical, intellectual, and moral, to the playing-fields and the river, the lecture-rooms and the firesides of Oxford. The University boasts that it trains men to live lives both of achievement and of enjoyment, to meet exigencies and emergencies as they arise—to be not only men but gentlemen. Oxford and Cambridge degrees are accepted in England as educational hall-marks.

Social.

Clubs and cliques and social discriminations, of course, exist, but they are little paraded. One's social relations and activities are little known outside the circle to which they appertain. There is a rare freedom from 'Varsity Politics'. Athletic professionalism is an absent quantity. Oxford neither knows nor understands the spirit of the German student *Verbindung* or of the American 'College Fraternity'. In fact many phases of the 'fraternizing' spirit seem lacking in Oxford life.

The nearest approach to the 'Class organization' or organization by Departments which influences University life in America, is the predominance of the College in Oxford life. Clear lines between 'Senior', 'Junior,' 'Sophomore,' and 'Freshmen' are not drawn; there are no Class organizations and Class activities—such, for

instance, as football matches, cane-rushes, editing the College Annual, and the 'Junior Prom.' There is some natural separation but no artificial cleavage between students of different years. The relations between a 'Fresher' and a 'Second year' or 'Third year' man, for instance, are subject to certain conventions and formalities of introduction which Oxford emphasizes only in their practice, but, beyond that, social relations are only limited by one's own personality.

To say that Oxford is Conservative is almost to state an axiom. The 'town' is Conservative; the University is Conservative; the students are Conservative. Conscious of this characteristic, Oxford cultivates it to some extent as an ideal. Pointing to history, and emphasizing results, it justifies Conservatism, yet its Conservatism should not be magnified. The town, rejoicing for the present in the artistic inconvenience of horse-cars and some other like antiquities, nevertheless continues a study and a discussion of motor-trams and motor-buses, and will doubtless some day adopt that form of conveyance which it decides best. Likewise the University, feeling a certain prejudice against innovations and a certain suspicion of new methods and practices, looks with a critical eye upon new theories, new educational ideas and suggestions, and yet it is generally ready to appropriate and to apply those productions of modern thought and genius which prove themselves, by surviving the experimental stage, really worth while. Oxford Conservatism is essentially a thinking attitude. In the realm of politics, 'Socialism' as it is commonly cried in many of the Continental Universities, is tabooed in Oxford. 'Conservatives'—and every Oxford man has his politics—outnumber 'Liberals', although not by any great majority. Oxford has seldom stood for other than Tory principles; and yet one has not far to look in English history to see how time and again reform movements and the promulgation of new and radical ideas have originated and found their support in 'the Universities'.

Oxford would not be English if it did not emphasize comfort—personal comfort. True, it has many inconveniences and lacks some of the fittings which add to the

perfection of modern buildings. It is hard to reconcile old buildings and modern conveniences. Lamp and candle still shed the only light in at least one College—but this is not the rule; nearly every College building in Oxford has been 'wired', and table-lamps as well as drop-light 'switch on' in student rooms at the 'press of the button'. Modern baths and showers (except a few new buildings) and a University gymnasium are wanting; but every man has his 'tub'; and the gymnasium 'though missing is not missed'—for all outdoors is the Oxford gymnasium. For boxing, wrestling, and fencing there are private gymnasiums.

But for the solid everyday comfort of well-furnished apartments, of good cooking and excellent service, for freedom from bother with details, for convenient arrangements for athletic sports and for social life, Oxford provides as by a high art. The 'strenuous life' is frequently better known by its absence than otherwise, and many people in Oxford dislike even the sound of those words; yet there is a clear track and every opportunity for the man who insists on being strenuous.

Artistic surroundings. Added to the personal comforts are the artistic and scholastic comforts—if one may speak of them as such—with which the student is surrounded. The natural beauties of Oxford's environment are a fit setting for the classic treasures of architecture which have risen in irregular grouping throughout the mediaeval town. As the student comes and goes, as he sits at his lecture, he is, consciously or unconsciously, living in an atmosphere of artistic realities. And then again, one cannot but remember now and then that he is sitting on the same benches or writing at the same table where once sat or wrote many of the men whose lives or whose works he is set to study, and whose portraits now stare down upon him from the walls opposite or whose coats of arms are blazoned on the oak panelling around him. Then as for books and libraries and reading-rooms—whether one wishes to dig among ancient texts or manuscripts, to consult reference libraries, or to fill one's own shelves with books old and new, where can Oxford be surpassed?

Cosmo- As a cosmopolitan intellectual centre Oxford is a Mecca

to which pilgrims flock from all parts of the world; <sup>politan-</sup> pilgrims with brains, pilgrims without brains; those <sup>ism.</sup> who want to learn and those who do *not* want to learn: bookworms, athletes, soldiers, 'sports,' workers and idlers; sons of noblemen, sons of commoners; not Englishmen alone, but Indians, Japanese, Chinese, Russians, Egyptians, Germans, and Frenchmen. All this variety of student units go about looking very much alike in the conventional 'lounge' garb of Oxford; so that only an intimate acquaintance reveals the true cosmopolitanism of its personnel and of its intellectual life.

Although the University encircles, and, in constitutional and jurisdictional matters, exercises authority over <sup>The</sup> 'College', the Colleges, it is really only the sum of the Colleges, each of which is in turn only the sum of its members. While the University is thus only a union of the Colleges for attaining such ends and such status as can better be attained by united than by isolated existence, the College is a real and concrete thing, the foundation stone of the 'Oxford System'. Each College is within itself independent; each has its own traditions and some characteristics of organization, life, and system which are peculiar to itself. With the affairs of the College individually the University is not concerned.

The Colleges as they exist to-day suggest some features of the monastery, some of the ancient hostelry, some of the fashionable hotel, some of the College dormitory, and some of the bachelor's club—they combine church, lecture-rooms, dining-halls, professors' houses, College clubs and students' apartments, all within the radius of College walls, all accessible only through College gates, all capable of being shut off from the outside world, at once castle and prison.

To the University there come each year about 900 new men: there are in residence about 2,800; of these each College has from 40 to 300. During his first and second year the student is generally required to live in College, while in his third he may (except in a few instances) and often *must* go out into 'digs', that is, into 'licensed lodgings' in the town.

The life of the College is real Oxford life. It was this

which Cecil Rhodes cherished most in his reverence for his University; it was this which gave him his confidence in the 'Oxford System'.

As with individuals so with these Colleges—the longer one's acquaintance, the better one realizes that each College is independent, has its individuality, its own traditions, and its own personal character. This makes College life again a difficult subject upon which to generalize. Certain technical characteristics, however, are common to all. The College buildings are arranged in quadrangles, in each of which are several 'stairs'. On each stair are a number of suites of rooms, eight suites being perhaps the average. There are no corridors, so that each stair is as it were a house by itself. Each student has rooms to himself, a 'sitter', which serves as living and dining room, and a 'bedder' always; while often a 'thirder' adds the convenience of a separate study-room. Each suite has also a small cupboard-pantry, and there is usually on each stair a 'scout's pantry' (or kitchen). Each stair has a 'scout' and one or two 'scout's boys', who are servants-in-general to all the men on the stair.

The system of breakfasting, lunching, and entertaining in one's rooms makes the undergraduate at once a host and a householder. When at rare intervals a student wishes to be left alone with his books or his thoughts he may 'sport his oak', that is, he may slam the heavy oaken outer door, well known to readers of *Tom Brown*, whose inside spring-lock bars entrance even to friends who may be familiar enough to ignore the suggestion of its closing. The great elasticity of the tutoring and examination system further makes it possible for the undergraduate to study or not as he may choose, and to dispose of his time practically at his own sweet will. In these respects the Oxford student enjoys an independence which is almost unknown elsewhere—excepting in some of the German Universities.

As the activities of Oxford readily resolve themselves into scholastic, athletic, and social, so the Oxford day, the natural Oxford day, in respect to morning, afternoon, and evening, approximately adopts this order.

The  
Oxford  
day.

Voluntary early rising is not the fashion, but eight o'clock chapel or roll-call compels it on half, or more than half, the days of Term, while the demands of training prevent many men from sleeping as late as their less strenuous fellows. As compared with American students, however, on their native soil, the Oxford student is a late riser. The voice of the scout and the slamming of a bath-tub on the floor rouse the student to a consciousness of the new day. Morning hours begin invariably with a cold tub. Chapel, if attended (ritual service only), requires about fifteen minutes.

Breakfast is taken in one's own rooms or in the rooms of a friend, alone, or with three or four friends or guests—for the breakfast hour is a favourite time for entertaining, and enjoying a social meal. An Oxford 'brekker' is very different from the coffee and rolls of the Continent—it is a good, hearty meal, with satisfying solid courses.

Most lectures are given between nine and one o'clock. These four hours, more than any others, are Oxford's *formal* work-time, while the hours from eight in the evening on are those also given to work.

Luncheon, if the student lunch in his rooms or in the College Common-room (only possible in a few Colleges), is a very light meal. But luncheon, again, is a favourite medium for entertaining, especially on Sundays, and when one has guests, luncheon loses its ordinarily simple character.

It requires a more or less elaborate system, especially in a large College, to provide for and keep up with the wants of two or three hundred tables. The cooking is all done in the College kitchen, and from there are sent the dishes which the student orders through his scout. Milk, bread, cheese, 'drinks,' and so forth are supplied by the College buttery; cakes, candies, fruits, tea, coffee, and tobaccos are usually obtained from the College 'Common-room'—all are sent to the 'stair', and the scout serves the tables upon the stair. Every student has tea and coffee and sugar, and usually a shelf full of such edibles and drinkables as he chooses, together with dishes and 'plate' in his pantry. A kettle of water is usually boiling, or ready to boil, on the trivet before his

fireplace, so that he is always prepared to dispense a substantial as well as a cordial hospitality.

**Athletic.** The afternoon is given up to sport. Oxford students probably give more time to athletics than any other body of students in the world. At Heidelberg, aside from a few sporadic efforts on the river, the most strenuous exercise indulged in seems to be on the blood-stained floor of the duelling-room in the 'Hirschgasse', but less than half the students indulge in this energetic crossing of swords. The French students scarcely understand the term 'athletics' at all. America and England lead, and although the American College has a good deal of athletics, and sometimes too much, it is athletics for the minority, whereas at Oxford almost everybody 'goes in for something'.

The students come from that class which can and does take the greatest interest in all manner of sports and athletic games. In the 'Public Schools' the boys learn the rules and requirements of their games, and get about all the coaching they ever get. Men do not often *learn* games at the 'Varsity'; they play them. 'Practice' is a word little heard on a College field; only in rowing is a systematic and an evolutionary coaching-system in practice.

Each College has its own boats, its own football and cricket and hockey teams, with its own playing-fields. There is a constant programme of inter-college contests.

The Oxford idea is 'exercise for every one', a thing of vital importance for keeping in condition in the climate of Oxford. Exercise is taught the English boy with his A, B, C. Of the 2,800 students who keep Term at Oxford, fully two-thirds are out engaging in some vigorous exercise every afternoon. For games, it is not requisite that one be a 'star'—every one may find room at something or other. The men who show up best in their College teams or in College crews are 'tried' for the 'Varsity. Thus the 'Varsity teams and crews are chosen from a *very large number* of men who are actually engaged in and practising the sports for which 'Varsity men are needed, and under this system athletic ability is often discovered which, under systems where only

'promising candidates' ever 'try', would never even be suspected.

The game more than the victory is the objective in College contests,<sup>1</sup> and although this may rob the play of a certain intense strenuousness, it at the same time eliminates roughness and foul play.

With the exception of rowing, systematic coaching and serious training are little applied. At times, this causes a decided lack of that efficiency which results from precise 'team-work', and may be criticized as leaving too much to the brilliancy of individual playing; but it eliminates professionalism and trickery.

There is little business connected with College athletics. The expenses of field and pavilion and barge and boats are met from subscriptions to the 'amalgamated clubs'—to which nearly every College man belongs. The expenditure of a team is slight. The College provides the field. Every man furnishes his own 'togs', of which a different sort are required for nearly every sport. The clubs furnish boats and balls, and the few requisites which must be common property. Only to 'Varsity matches (and not to all of them) is admission charged. Almost no one watches a College match, for the simple reason that every one who is not playing on the field is engaged somewhere else at some other game. There is no 'rooting'. A few scattered cheers break out at times, but there is no organized 'encouragement'. One feature of Oxford athletics which is in striking antithesis to American College athletics is, that here, the more prominent and successful an athlete becomes, the greater his expenses, as he buys his own outfits, his own 'blazers', often pays his own railroad fares, usually incurs numerous social obligations, and receives no 'compensation' further than a row of shining prizes which may adorn his mantle-shelf.

From the river and fields the men come in at about 4.30 for tea. Years ago a German traveller wrote in his diary, 'To the Englishman tea is as necessary as to

<sup>1</sup> This statement is of course subject to exceptions, but as a general statement it expresses the spirit and the attitude with which Oxford men regard their everyday athletics.



the German his beer.' The customs have not changed. In this respect as in others 'Oxford is nothing if not the reflection of English life'. As a social institution the tea-hour, with rest and 'something to eat' and lively conversation 'after the game', is thoroughly enjoyable; while as a practical institution it is a necessity, as dinner is two and a half hours away and the inner man needs immediate fortifying after the vigorous exercise of the past two hours.

The hard-working man, then, has a chance to get in two hours of reading between tea-time and dinner.

Evening.

After the bells have struck seven the students stream, in gown and bare-headed, toward their College halls. At this one time during the day the students of each College really gather in a body. In the semi-gloom of the long hall, with its high ceiling and panelled, portrait-hung walls, with fireplaces glowing and electric lights illuminating white cloths and bright silver, the tables are arranged in long rows, with flanking of narrow, backless benches on each side. Students file in; dons and Master enter, in evening dress, their loose gowns flowing back from their shoulders as they stride to 'high table'. After the reading of a *Benedictus benedictus* all sit down and fall to right merrily. The dinner hour can hardly be styled a social hour—in hall; in fact, so business-like does it become at certain undergraduate tables that it might well appear to the casual observer—but, as a matter of fact, casual observers are not allowed entrance.

After dinner the men gather in little knots about the bulletin-boards or drift into the Common-room, there in the College club-rooms to spend a few minutes over the newspapers, writing notes, consulting the bulletins, athletic reports and predictions, or engaging in conversation over coffee-cups and a quiet smoke. Or little groups go off to this or that room for 'coffee' and a social hour or evening; while many go straight away to libraries or work-tables.

The possible divisions for the evening are too numerous for even a summary; but of the serious possibilities there are numerous debating and literary societies in every College. There are University Clubs, literary, musical,

social, political; the Union Debates, parliamentary in their training, occur every Thursday evening; on Sunday evenings the Balliol Concerts provide excellent programmes of music, open to undergraduates; under town auspices and under University auspices, Oxford is given opportunity throughout Term-time to hear much of the best musical talent; visits and addresses by the leaders of English political and ecclesiastical thought are frequent, and are thoroughly appreciated by the undergraduate body.

An attempt to describe the difference between the activities of one Term and another would lead too far afield. Three times each year the men 'come up', spend eight weeks in Oxford, and go down again for the three Vacations, which last six, six, and sixteen weeks respectively. No small amount—in the case of many men the major portion—of the student's 'work' is done during these Vacations. To some men the Vacation is the 'dull season' and Term-time is play-time; to others Term-time is a season for filling up notebooks and Vacation a time for learning what has been written into them. To some the object of life seems to be reading; to others, athletics and sports in general. There is no 'dull season' in Oxford athletics. Football, hockey, lacrosse, &c., are played in the two winter Terms; rowing goes on the year round, as does track practice; tennis, cricket, and the 'slacking' forms of river exercise are favourites in the Summer Term. The Oxford-Cambridge Rugby match is played in the Christmas Vacation; the Oxford-Cambridge Boat-race and the field sports take place in the Spring Vacation. The pleasures of Oxford Summer Term, 'Eights week,' 'Commem.,' and Henley, lead to the realm of poetry and have no place in a handbook.

Some critics complain that men waste their time in Oxford. So they do, *some of them*—and so they do elsewhere. It is all a matter of manner and degree, and a question of what constitutes waste. One might do almost no work in Oxford and yet do just the opposite of wasting his time—if he use his eyes and ears. There is that about Oxford which breathes of History, which exhales Romance, which is redolent of culture, which

fills the very atmosphere with the spirit of hospitality. One need only walk through the College 'quads' and cloisters, follow the windings of the 'finest architectural street in Europe', 'the High,' wander through meadow and park, along the banks of Isis and Cherwell, through Addison's Walk, through 'Mesopotamia', or out on the hills where Shelley delighted to pass long afternoons, or off to the north where Gladstone walked alone; one must, if he have any capacity, get something of a liberal education; he cannot fail of inspiration. One may go to lectures on Literature and History, and, without ever taking a note, carry away impressions of what *has been* and what *is* and what *is going to be* in the world, especially in the English world, and in life and thought both ancient and modern.

It is impossible to tell some one else just what Oxford *is*—but Oxford *as it MAY BE* is a question with which every Oxford man has to deal for himself. Oxford is a home of 'influences'; it is all too frequently referred to as the 'home of lost causes'; what it becomes for each man who trusts himself or is entrusted to its 'influence', depends largely upon himself. The University offers each man wide fields for the investment of his time and talent—it offers much for one to learn—but it does not do much choosing for one, nor does it set itself as a taskmaster.

It is often hard to take Oxford seriously. Examinations seem a far-away, hazy something, too often forgotten, as each day unrolls a tempting programme of delights other than books. Unlimited credit causes many an unthinking undergraduate to step deep into debt before he stops to reflect that tradesmen *do* keep accounts. The freedom of a life where every man is expected to think and act for himself offers every opportunity for self-improvement or self-destruction. But there is always a day of reckoning. Sooner or later examinations stare one in the face and bills roll in from every side. The student has kept his Terms and Oxford has offered him what he has chosen to take. The man who has reckoned well with his time and his money will take something far more valuable than his degree from Oxford. The man who

has looked upon his 'Varsity years as a mere summer of pleasure has also gotten much out of his 'College course', but in its last days he may find much cause to quote from the 'grasshopper and the ant'.



The *University Calendar* for 1906-7 shows a total of 3,663 undergraduates at present enrolled <sup>1</sup>

Matriculations, 1905-6 .	. 926
B A Degrees, „	660
M A. Degrees, „ .	. 382

<sup>1</sup> Not all in residence.

# COLLEGES OF THE UNIVERSITY OF OXFORD.

The College	Name of Head	Title of Head	College pendence should be addressed to	Number of Undergraduates enrolled, 1900-1.	Date of Founding.	Order of Founding.	Abbreviation of name used for the name
All Souls . . . .	Sir William Reynell Anson, Bart., M.P., D.C.L.	Warden		1	1137	9	
Balliol . . . .	Edward Card, M.A., Hon. D.C.L.	Master	Senior Tutor	236	1263	2	Bal.
Brasenose . . . .	Charles Butler Heberden, M.A.	Principal	Principal	111	1569	11	B.N.C.
Christ Church . . . .	Thomas Banks Strong, D.D.	Dean	Dean	301	1532	13	Ch.Ch.
Corpus Christi . . . .	Thomas Case, M.A.	President	President	93	1516	12	C.C.C.
Exeter . . . .	William Walrond Jackson, D.D.	Rector	Rector	204	1314	4	Ex.
Hertford . . . .	Henry Boyd, D.D.	Principal	Principal	116	1574	20	Hert
Jesus . . . .	John Rhys, D.Litt.	Principal	Senior Tutor	140	1571	16	
Keeble . . . .	Walker Lock, D.D.	Warden	Warden	215	1570	21	
Lincoln . . . .	William Walker Merry, D.D.	Rector	Rector	99	1427	8	Linc
Magdalen . . . .	Thomas Herbert Warren, M.A.	President	President	169	1456	10	Magd.
Merton . . . .	Thomas Bowman, M.A.	Warden	Warden	127	1361	3	Mert
New . . . .	William Archibald Spooner, D.D.	Warden	Warden	317	1379	7	
Oriel . . . .	Charles Lancelot Shadwell, D.C.L.	Provost	Provost	138	1326	5	
Pembroke . . . .	The Rt. Rev. John Mitchinson, D.C.L.	Master	Master	104	1624	18	Pemb
Queen's . . . .	John Richard Magrath, D.D.	Provost	Provost	159	1340	6	
St. John's . . . .	James Bellamy, D.D.	President	President	203	1555	15	St. J.
Trinity . . . .	Henry Francis Pelham, M.A.	President	President	172	1554	14	Trin.
University . . . .	Reginald Walter Macan, M.A., D.Litt	Master	Master	200	1249	1	Univ.
Wadham . . . .	Patrick Arkley Wright-Henderson, D.D.	Warden	Warden	111	1613	17	Wadh.
Worcester . . . .	Charles Henry Oliver Daniel, D.D.	Provost	Provost	123	1711	19	Worc.
St. Edmund Hall . . . .	Edward Moore, D.D.	Principal	Principal	48	1269		St. E
Non-Coll. Delegacy . . . .	Richard William Massy Pope, D.D.	Censor	Censor	216	1868		Non-Coll

1 The Vice-Chancellor

## CHAPTER VI

### THE OXFORD SYSTEM

UNIVERSITY AND COLLEGE GOVERNMENT, METHODS OF  
INSTRUCTION, COURSES OF STUDY, DEGREES

SOME one has said that a University, primarily con- The point  
sidered, is less a school than an atmosphere. This applies of view.  
with peculiar force to Oxford. Unlike American or German  
Universities, Oxford aims not primarily to provide in-  
struction, but rather to provide an atmosphere for the  
many-sided Oxford life. For centuries, Oxford has been  
the training school of the English gentleman. It stands  
pre-eminently for culture and good breeding, for a liberal  
education in the widest and best sense, not merely the  
knowledge that comes from books, but especially and  
above all for the knowledge of men and affairs. It is the  
difference between a training to make a living and a  
training to make a life, to put the best *into* life rather  
than to make the most *out* of it. The highest Oxford  
ideal is the scholar *and* the gentleman, but the gentleman  
first of all. A faithful reflex of English society, Oxford  
reflects its most marked characteristic conservatism. Yet  
underneath this stratum of healthy conservatism runs the  
current of twentieth-century life. Hence its uniqueness,  
its complexity, its paradoxes. Conservative by force of  
tradition and custom, Oxford breathes the liberal and  
tolerant spirit of the twentieth century; exclusive and  
aristocratic, the Oxford life is nevertheless very demo-  
cratic; open to all, Oxford is not for all people; faithful  
to her heritage of the Past, Oxford is still a leader in the  
Present.

Yet, oddly enough, from the undergraduate's point of The  
view, the University is practically a thing apart, an 'system'.

abstract intangible something which touches the life of the well-behaved 'undergrad' only at examination time, that is to say, twice during his Oxford career, or on that more ceremonious occasion, 'degree-day.' The uninitiated stranger, searching for information in the *Student's Handbook*, is told that the 'University is a body corporate invested with all the usual powers of corporations and also with various peculiar privileges, such as the right of exercising jurisdiction, civil and criminal, over its members. the right of returning two representatives to the House of Commons, and the power of conferring degrees'. Not a word about the teaching Faculty of the University or about courses of study. Instead, an institution whose main function, as far as the student is concerned, is to hold examinations and to confer degrees. Further inquiry leads to the College. The collegiate system, both in regard to undergraduate life and undergraduate instruction, is the counterpart to the more formal functions of the University. Here is a dualism between College and University unknown to most foreign students,—each a separate, independent unit, a University existing side by side with twenty-one corporate Societies, each leading an independent existence, and yet most intimately connected with one another. If an attempt is here made to sketch this complex and intricate system in its barest outlines, it is with a full realization of the difficulties as well as at the risk of saying much that is obvious. The background must be filled in by the reader from the remarks made in the preceding chapter on the Oxford life. The point of view of the prospective Rhodes Scholar has been kept in view throughout, all unnecessary details or obscure and ambiguous terms being, as far as possible, avoided.

Univer-  
sity gov-  
ernment  
and ad-  
ministra-  
tion.  
Vice-  
Chan-  
cellor,  
Proctors.

The acting head of the University is the Vice-Chancellor, the office of Chancellor being purely honorary. The Heads of the several Colleges are nominated by the Chancellor to the Vice-Chancellorship in order of rotation, each holding office for a period of four years. Assisted by the two Proctors, originally the heads of the two 'nations' of mediaeval Oxford, the Vice-Chancellor exercises a general supervision over all University affairs.

It is the Vice-Chancellor who presides at all the meetings of the governing bodies of the University. He also enjoys extensive judicial powers. The University occupies a peculiar position not only in relation to its own members, but to the city of Oxford as well. In most criminal as well as in all civil cases, the University has the right to try its members before its own court, popularly called the Vice-Chancellor's Court. The Vice-Chancellor, ably assisted by the two Proctors—for in the eyes of the undergraduates this is their most conspicuous function—is responsible for the maintenance of order and discipline. No public entertainment, for instance, can be held in Oxford without the consent of the Vice-Chancellor and of the Mayor.

The constitution of the University of Oxford rests on a much wider basis than that of most American or Colonial Universities. All graduates who have kept up their connexion with the University through their respective Colleges, whether resident in Oxford or not, and who have taken the degree of Master of Arts, have a voice in the government of the University, constituting the body known as *Convocation*. It is the members of Convocation who elect the two University representatives in the House of Commons. The majority of these graduates are not in residence at Oxford, so that in actual working practice and under normal conditions Convocation is almost identical with *Congregation*. This body is composed of all resident members of Convocation, together with certain *ex-officio* members. The ordinary routine of University government is transacted by means of standing Committees of Congregation, known as *Delegacies*. All University legislation must originate with and in the *Hebdomadal Council*, no proposition can even be discussed by the large governing bodies of the University unless sanctioned by a majority of the members of this Council. This consists of the three executive officers of the University and eighteen other members elected by Congregation, six each from the Heads of Colleges, University Professors, and University graduates—Masters of Arts—of at least five years' standing, respectively. A new statute framed by the Council is then 'promulgated' in 'Statuta.'



Congregation, where it may be rejected or passed with or without amendment. If passed by Congregation, the statute is submitted to Convocation, which must confirm or reject the measure in toto; it cannot amend.<sup>1</sup> It may be said, in passing, for the benefit of those who are labouring under the impression that reform from within is impossible at Oxford, that, strange as it may seem, the non-resident graduates are often, if not generally, the most conservative.

The  
Collegi-

Entirely separate from the University in its corporate life and existence, yet federally incorporated in the larger University body, are the twenty-one Colleges or 'Societies' of Oxford. Each of these twenty-one States of this larger Academic United States is an independent unit, a self-governing, self-sufficient corporation, with its own traditions, and its own history. The 'Fellows' of the College elect their own Head; Christ Church as a Cathedral Chapter is an exception, the Dean of Christ Church being appointed by the Crown. Each College has its own endowments and its own property; each fixes the conditions for admission to membership in the 'Society', each is responsible for the discipline and conduct of its members, and provides for their instruction and general welfare. No one can become a member of the University unless he has been previously admitted to some College (or to the body of Non-Collegiate Students). Most Colleges require candidates for admission to pass an entrance examination, practically the equivalent of the first University Examination, known as 'Responsions'. Rhodes Scholars, in virtue of having passed the qualifying examination for the Scholarship, are excused from all other entrance examinations. Four Colleges—Balliol, University. New College, and Corpus Christi College—will admit only those candidates who intend to read for Honours. It is as a member of some College (or of the Non-Collegiate body) that a College-man becomes a member of the University, and it is the higher degree of

Admis-  
sion.

<sup>1</sup> *The Ancient House of Congregation* still survives. Its functions and powers are connected only with the conferring of degrees and the approval of examiners.

Master of Arts, conferred by the University upon the graduate who has kept up his connexion with his College, which confers upon him also the privilege of sharing in the government of his *Alma Mater* as a member of Convocation. Recently, there has been established what is known as the '*Non-Collegiate Delegacy*'. This approaches in organization and administration an ordinary Oxford College. But there is this great difference—Non-Collegiate students do not live within College walls, but in lodgings in the city, much on the American or German plan.

Non-Collegiate Delegacy.

For the attainment of the ordinary University degrees there are certain requirements of residence and scholarship. These requirements emphasize the two most conspicuous features of the Oxford system, features which most clearly reflect the dualism between the University and the Colleges, viz. residence within College walls, with all that this means—the Collegiate system,—and the distinctively University function of holding examinations which lead to University degrees; the responsibility for providing the necessary facilities and instruction for passing the examinations resting in the main with the individual Colleges. It is the College which must see to it that all its members who are candidates for University degrees have satisfied, first of all, the statutable residence requirements, and then that they are prepared to meet the examination requirements of the University. No candidate, even though he may be able to pass all the necessary examinations with success, can take his degree without the necessary residence as a member of a College (or of the Non-Collegiate body). This suggests again the great stress laid on the larger aspect of an Oxford education, the great value of the larger Oxford life as described in the preceding chapter.

For all practical purposes the academical year consists of three Terms of eight weeks each:—

University Terms.

1. Michaelmas Term,—beginning on the first Monday after October 10.
2. Hilary or Lent Term,—on the first Monday after January 14.
3. Easter and Trinity Term,—kept continuously as

one Term, beginning on the second or third Monday after Easter Sunday, according as Easter falls late or early.

For degree purposes, however, Easter and Trinity Terms are reckoned separately, so that *four University Terms* go to make up a year of residence (or standing).<sup>1</sup>

These University Terms may be still further reduced. Michaelmas and Hilary Terms may be kept by a residence of forty-two days respectively; Easter and Trinity Terms by residing twenty-one days in each Term, or forty-eight days in the two Terms conjointly.

Residence, or, in the words of the statute, '*victum sumendo et pernoctando*,' is no longer confined to living within the College walls. Candidates for University degrees may under certain conditions 'pernoctate' in lodgings.

**Lodgings.** The Rhodes Trustees have decided that every Rhodes Scholar shall reside in College for at least the first two years at Oxford, except in cases where the College is unable to offer him rooms. At the end of two years of residence in College, Rhodes Scholars who have either taken an Oxford degree, or who are of 'mature age' as defined by University regulations, i. e. twenty-five years or over, may, with the permission of the College authorities and the consent of the Rhodes Trust, live in *unlicensed* lodgings during their third year. All others who cannot satisfy one of these two conditions are required to live in *licensed* lodgings, which are under the direct supervision of University authorities.

**Degrees.** The University of Oxford grants degrees in Arts, Music, Medicine (Surgery), Law, and Divinity, to which must be added the recently instituted 'research' degrees in Letters and Science. Special advanced courses, extending over a year or two, are offered in Education, Geography, Public Health, Economics, Anthropology, Mining and Engineering, and Forestry, for which a certificate or diploma, but no *degree*, is granted. We are

<sup>1</sup> Thus the confusion arising as to the number of Terms per year. For purposes of 'battels', &c., there are *three* Terms, of eight weeks each; for purposes of 'standing', residence, &c., there are *four* Terms, totalling twenty-eight weeks.

concerned here only with those degrees which are possible to the Rhodes Scholars. As has already been stated, all candidates for an Oxford Bachelor's degree (except the degree in Music) must satisfy certain requirements of residence and scholarship. The degrees which will be open to the Rhodes Scholar who remains in Oxford *only* for the three years of his Scholarship are:—

1. *The ordinary Bachelor of Arts* degree,—which, except on certain conditions, requires twelve University Terms of residence, i.e. three academic years; and

2. The more advanced, or 'post-graduate', *degrees of Bachelor in Letters, Science, or Civil Law*,—which can only be taken, upon satisfying certain preliminary qualifications, after a residence of at least eight University Terms, i.e. at the end of the second year.

To proceed to the higher degrees, there are no further requirements of residence, but only of *standing*. This consists in keeping the name on the books of the College whether resident or not, and paying the quarterly dues to the University. In practice it amounts to paying a nominal sum annually to the College, which pays the University dues for the candidate for higher degrees. This is technically known as keeping Terms of standing.

*Master of Arts.* This degree can be taken only by an Oxford B.A. upon entering on his twenty-seventh Term from matriculation, i.e. after six and a half years. There are no further requirements of scholarship.<sup>1</sup>

*D.Litt., D.Sc., D.C.L.* Candidates who have taken the Bachelor's degree in Letters or Science may proceed to the Doctorate in the twenty-seventh Term from the date of their matriculation. Bachelors of Civil Law cannot take the degree of D.C.L. until the expiration of five years from the time of their admission to the B.C.L. In any case, all candidates for the Doctor's degree in Letters, Science, or Civil Law are required to submit a disserta-

<sup>1</sup> The degrees of *Bachelor in Medicine* and *B.D.* are open only to those who have taken the Oxford degree of B.A., and are therefore out of the question for Rhodes Scholars who intend to reside only three years. The degrees of Bachelor and Doctor of Music can be obtained without residence. Cf. *Handbook*, Ch. x.

tion which has contributed to the advancement of knowledge in their particular field.

Advanced  
standing

The University grants advanced standing, Junior or Senior, to students from Colonial and Foreign Universities upon certain conditions which are prescribed by Decree in respect of the individual Universities.<sup>1</sup> Students from these Universities or Colleges enjoy the following privileges:—

Junior  
standing

Any Undergraduate who has pursued a course of study extending over at least two years at some recognized University or College, and who becomes a candidate for Honours at Oxford, is allowed to take his degree of Bachelor of Arts at the end of his *eighth*, instead of the *twelfth*, Term of residence. As far as the Rhodes Scholars are concerned, Junior standing merely reduces the necessary residence requirement from three to two years, and exempts from no University examinations except Responsions (including the 'Additional Subject').<sup>2</sup>

Senior  
standing.

Three years of study, with final Honours, at some recognized University or College, is demanded as the necessary qualification for Senior standing. This exempts from Responsions and the *Intermediate Examination* (including the Holy Scripture Examination),<sup>3</sup> and reduces the necessary residence requirement for the B.A. in some one of the Honour Schools to two years. A Rhodes Scholar, therefore, who has been granted Senior standing is required to take *only* some Final Honour Examination, and may take his degree at the end of his second year.

Students from other than Affiliated or Privileged Universities may make application for advanced standing. Each case will be considered on its own individual merits, on the evidence of scholarship furnished by the applicant as well as on the general standing of the College or University from which he comes. If his claims are approved, he is admitted to the same privileges as students from the Affiliated or Privileged Universities. All such applications should be made through the proper authorities of the applicant's Oxford College, and as early as possible.<sup>4</sup>

<sup>1</sup> See list of such Universities and Colleges in the Appendix, p. 168.

<sup>2</sup> See p. 79.

<sup>3</sup> See p. 80.

<sup>4</sup> Whenever possible, it is desirable that the necessary steps

Students of Affiliated *Colonial* Universities or Colleges, who satisfy the conditions for advanced standing prescribed by the particular Oxford Statute for their respective Universities or Colleges, are excused from the qualifying examination held by the Rhodes Trust for the Rhodes Scholarships. At present all Candidates for Rhodes Scholarships in the *United States* are required to pass this examination, though it is probable that a similar exemption will soon be granted to students of Privileged American Universities. All Rhodes Scholars are accepted by Oxford Colleges and by the University without further test, the qualifying examination for the Scholarship being accepted by the University of Oxford as the equivalent of 'Responsions', the first University examination.

Certain Colonial students exempted from the qualifying Examination.

The 'Rhodes examination' exempts from Responsions. Oxford System

Less than a half-century ago, the collegiate system was still supreme; it was to the College, that the undergraduate looked for 'nutrimentum spiritus - et corporis'. There was but little University teaching and no University life. The examination system—introduced in 1805—was gradually raising the standard and requirements of scholarship. But for a few Professorial lectures, the University did practically nothing to provide for the teaching of its members; it merely conducted examinations and granted degrees. With the widening bounds of knowledge, and the incorporation of new subjects in the University Examination Statutes,—and especially with the successful invasion—despite Ruskin's defiance of 'Science' and the scientific spirit, the inevitable duplication of instructors and the consequent necessary increase in College expenditure made the need of a closer and more effective organization of the teaching body more and more imperative. One of the first steps in this direction—which also marked the first encroachment on the old collegiate system—was the establishment in 1877-82 of the new University Professorships and the extension of the University Museum and scientific laboratories. This was followed by the large development of the system of inter-collegiate lectures and by the appoint-

should be taken before the student leaves America or the Colonies (even as early as May).

ment of University Professors and of lecturers and tutors from other Colleges to assist in the tutorial and lecture work of the separate Colleges. These developments have overcome most of the serious defects of the decentralization of the collegiate system of teaching, felt in the lack of continuity or in the unavoidable overlapping of lecture-courses, as well as in the duplication and the inadequacy of the instructional force at any one College. They have provided the material out of which is being gradually evolved and organized a 'graduate School'. In the closer relations between University and College, and in this more effective organization of the teaching body, Oxford is approaching the American and the German systems.

Character  
of courses

Before giving a brief sketch of Oxford methods of instruction, it will be well to warn those unfamiliar with the system against certain very natural but entirely erroneous ideas and misconceptions on this subject. First of all, there is at Oxford no sharp line of division between undergraduate and post-graduate work. A Bachelor's degree in Arts (Honours), Letters, Science, or Civil Law can hardly be compared with an American B.A. or B.Litt. The requirements for the ordinary Bachelor's degree in the Honour Schools are very high and rigid; all work is concentrated along one definite line. 'Specialization', as generally understood, is not an apt designation of the course of study. There is a very considerable amount of general reading to do—much of it in private and during the Vacations—of which the examination requirements hardly give an adequate idea. And while method, *as method*, is not particularly emphasized or taught, some of the original sources in the field of work are studied, and thorough scientific work is done in the laboratories. An Oxford (Honour) B.A. therefore represents much more than mere routine undergraduate work. The work for the degree of Bachelor in Letters, Science, or Law may be fairly described as the equivalent of 'post-graduate' work. Thorough research, a dissertation or a special course of advanced study, followed in the case of the degree in Law by a very difficult examination, written and viva voce, are required, and a very high standard is set. One of the first ideas of which a Rhodes Scholar

must disabuse himself is that the path to an Oxford Honour degree is smooth and easy.

Another point must be emphasized. The ordinary and traditional course of procedure of an Oxford 'Freshman' is to register for the B.A. degree. But this is not all. He must decide whether he will read for the Pass or the Honour examination. In the former, there is only one standard, and there are no limits of standing within which the course of study must be completed. The Pass-man comes up to Oxford to live the social life, to take advantage of all its many opportunities for self-improvement, self-culture, self-development, and, incidentally, to acquire a modicum of knowledge. The man reading for 'Honours', on the other hand, naturally has to meet much higher requirements for the examinations. His success is measured by his place in the 'Class Lists', those who have passed the examination being distributed into three or four 'Classes', each representing a different level of merit. Furthermore, the Honour-man cannot take his examinations at his leisure. No one who has exceeded a certain number of Terms reckoned from his matriculation is admitted to the examination.

In all cases, however, candidates for any Bachelor's degree (except occasionally for the 'research' degrees), will find the system of instruction the same. This consists partly of lectures, University or College, and partly of personal tuition, provided by the College. All work, whether it be lectures or work done for and with the Tutor, is governed by, and planned to meet, the requirements as fixed by the Examination Statutes.

All lectures are sharply divided into 'Pass' and 'Honour' lectures, and are designed to meet the requirements for Pass or Honour examinations. Most 'Pass' lectures are delivered by College Lecturers and Tutors for members of the particular College only (no members of other Colleges being admitted). 'Honour' lectures, however, are practically open to all members of the University, under the new system of inter-collegiate lectures. Both University Professors and Lecturers and College Lecturers and Tutors deliver Honour lectures, University and College lectures being practically merged in one system. The dis-



distinction between Professorial and College lectures has become one of origins only; in practice, it has been almost obliterated. Occasionally, Professors give a series of 'Public Lectures', that is, lectures open to the general public as well as to members of the University.

Lectures, however, are not the most important part of the system. The best and most telling work is done privately under the Tutor's direction. There is no 'credit' or 'hour' system; there are no 'required courses'. Strictly speaking, attendance at lectures is not compulsory. Theoretically, it is even possible to take an Oxford degree without attending a single lecture. However, as all lectures are based on, and intended to meet, the examination requirements, undergraduates find it advisable to attend those lectures which will be of use for the 'Schools'—the final examinations. Few men go to more than ten lectures a week, and after passing the intermediate examination the average tends to become even less. Since the introduction of inter-collegiate lectures, a well-organized system of lectures has been made possible, especially in the Classical and Modern History work, Theology, and Mathematics, together with very complete and efficient private tuition. Due largely to the expense involved, as well as to the character of the teaching required, the University provides for most of the instruction in Theology, Law, Natural Science, and Medicine.<sup>1</sup>

The Tutor. Perhaps the most characteristic and salient feature of the Oxford system is the personal tuition, the private and informal teaching, which each College provides for its members. On admission to the College, the newcomer is assigned to a Tutor under whose guidance and supervision he is to pursue his studies, not only during Term-time at Oxford, but also during the Vacations. The conscientious Tutor gets to know his protégé intimately, his strong and his weak points; he can gauge accurately and justly his qualities, capacities, and possibilities; he is in a position to recognize and to provide for his particular

<sup>1</sup> Some idea of the character and scope of the Honour Lectures, as well as of the teaching force engaged in the various fields, may be gained from a glance at the Appendices IV and V.

needs. The personal equation is here all-important. The strongest point in the system may be at once the source of its greatest weakness. A few sober-minded, persistent, and strenuous individuals may achieve moderate success despite an incapable Tutor. On the other hand, a strong, sympathetic, and conscientious Tutor may often work wonders with unpromising material.

An Oxford man 'reads' for his degree. This is characteristic. Much as depends on the Tutor, in the last resort the student is dependent on himself—on the 'reading' he does privately. The Tutor is merely an adviser and a guide; there are disciplinary rules, to be sure; but there are no final grades at the end of each Term's work, and there is no actual compulsion. A man may do much or he may do little—that will depend entirely upon himself. This is 'his business', and so long as he conducts himself properly, the Tutor has practically no means of constraint, except to remind the student of the Damocles' sword in the shape of the University examinations. The whole system is based on individualism—on a free and easy relationship between Tutor and taught. It is conscientious individual effort under capable and sympathetic supervision that leads to success in the final examinations—'the Schools'. The Tutor advises the student to attend certain lecture courses; he suggests certain books for private reading, the result of which is generally embodied in the form of an essay, or essays, to be read to the Tutor once or twice a week. The Tutor makes his comments and criticisms, and an informal discussion almost invariably follows, not always restricted to the subject in hand. Whatever may be said of 'reading for the Schools', it is a powerful factor and incentive in the cultivation of the reading habit, apart from the literary atmosphere of Oxford, which of itself fosters general reading for the sake of self-culture. Moreover, the academic year is very short—less than six months. The Oxford man is therefore obliged to do the bulk of his reading at home, during the Vacations which make up more than half the year—a striking contrast to the American or German programmes. The Tutor's work and influence is not restricted to the eight weeks

of Term-time, so largely given up to the amenities of life. A certain amount of well-planned reading is assigned or suggested for the Vacation. This again, however, is not 'required reading'. There is no compulsion. Under such a system the responsibility resting on the individual undergraduate himself is only too evident, and is keenly felt. The lectures being purely formal, it is in his College rooms or at home that he does his reading, his writing, his thinking. It is to the Tutor that he looks for guidance, advice, and inspiration. It is in 'the Schools' that his scholarship, the results of his private reading, of the weekly essays, of ripe reflection and solid thinking, are tested. With only two University examinations in the course of his three or four years at Oxford, the training of the memory means more than mere memorizing. There is no opportunity of finishing each Term's work in succession, and forgetting during the next what has been painfully acquired in the preceding Term. It means training the judgement and the powers of reflection, introducing unity and consistency into the mass of acquired facts and of contradictory points of view, assimilating it all, making it a part of one's self. 'Reading for the Schools' has its limitations and its dark side, but the best products of the tutorial system may well challenge comparison.

The  
teaching  
staff.

Each College has its own teaching staff of Tutors and Lecturers. It is, of course, impossible for the ordinary College Tutor to supply instruction in all the various fields of knowledge. The difficulty has been met by appointing members of the instructional force of other Colleges, and very frequently also University Professors and Lecturers as College instructors, who in this way become responsible for some part of the ordinary College tuition. Thus it happens that an instructor may be lecturing as University Professor or Reader on one day, and on the next in his capacity as College Lecturer. By means of this closer organization of the teaching force, together with the system of inter-collegiate lectures, the tuition supplied by each College is very complete. Many of the College Tutors have their own special field of work, or are engaged in research; but most of their

time is given in this free personal intercourse with the students entrusted to them, which, begun perhaps at a breakfast table, has come to mean much more than the mere professional interest of a far-away instructor to his wards. If Oxford has been reproached for a lack of the scientific spirit and the spirit of research, a very just and adequate reply may be made in the words of a present day Oxford Tutor, that 'the energy which elsewhere goes entirely to the advancement of knowledge is with them (the Tutors) largely devoted to the training of character'.

At American and at most Colonial Universities, the in-  
 structors and lecturers are at the same time the examiners. There is generally a final examination in each subject or course of lectures at the end of each Term or semester; no further tests in the particular subject being required for the University degree. At Oxford the examiners are an entirely separate body of University officials, chosen directly or indirectly for a period of two or three years, for the most part from among the instructional staff—University and College—in each field or subject. Since the introduction of the examination system in 1805, the constant addition of new subjects and the growing demands of scholarship have built up a very complex and intricate system of examination requirements. These are published each year as the *Examination Statutes*, which rigidly define the field to be covered in each case, and in which special books, as well as works for general reading and reference, are suggested. 'Reading for the Schools' has undoubtedly been one of the most serious obstacles to the growth of Professorial and other advanced lectures which have no direct bearing on, and which are not intended to meet, the demands of 'the Schools'; it has also discouraged the spirit of research and the demands for training in scientific method. However, it has the advantage of promoting thoroughness and accuracy as a result of concentrated and steady, persistent effort along a definite line of work, *non multa sed multum*. The standard of scholarship is high. Great stress is laid on ease and facility of expression, on the ability to form independent judgements, on originality. No one can get a 'First' in the Class Lists on mere hard work and

'The  
 Schools.'  
 Uni-  
 versity  
 Examina-  
 tions.

'grinding', or by a display of erudition and an imposing array of facts. The examination papers are really a series of essays. The examination generally consists of written papers, followed some days or weeks later by a 'viva voce' examination. In Science, practical laboratory tests are required. The strain of the examinations—especially in the Final Honour Schools—is very severe. The examination in 'Greats'—i. e. in the School of Literae Humaniores—consists of thirty-three hours of paper-work on six consecutive days. There is very little opportunity for ' cramming ', as physical fitness is a most important factor. It is quite a general custom for candidates to 'go down' for a week's rest before undergoing the ordeal of 'Exam. week'. Informal examinations—'collections'—are held in most Colleges at the beginning of each Term by College tutors and lecturers to test the progress their students have made during Term-time, as well as the reading they have done or ought to have done during the Vacation. These examinations, however, in no way directly affect the student's final grade. Everything depends on the result of the University examinations.

Elective  
studies.

Rigid as the examination system appears to be, it is yet very elastic. Not only has the candidate to choose one of the many avenues leading to a degree—no one has yet succeeded in calculating the total number of permutations and combinations which can be made to lead to a degree at Oxford—but he has abundant opportunity for election from a wide range of subjects required for the particular 'School' chosen. Moreover, all work for the B.A. degree—lectures, tuition, and examinations—is sharply divided into 'Pass' and 'Honour' work, and the course of study pursued will naturally depend on the student's own choice.

Univer-  
sity  
Examina-  
tions for  
the B.A.

All candidates for an Oxford B.A. degree, apart from satisfying the residence requirements of three years or more, are obliged to pass certain University examinations, viz. (1) Responsions, (2) an Intermediate Examination, as a part of which is generally taken the examination in Holy Scripture; and (3) a Final Examination. The University accepts as an equivalent for Responsions the qualifying examination which every American can-

didate for a Rhodes Scholarship is required to pass. There remain for the Rhodes Scholar, therefore, only the Intermediate (including Holy Scripture) and the Final Examinations. As the work for these is sharply divided into 'Pass' and 'Honour', four alternatives present themselves —

EXAMINATIONS FOR THE B.A. DEGREE.<sup>1</sup>

<i>Before or upon Admission.</i>	<i>Intermediate.</i> <sup>2</sup>	<i>Final.</i>
<i>Responsions (compulsory). (Rhodes Scholars exempt, p. 69)</i>	Holy Scripture or substituted book (compulsory) and one of the following:— I. <i>Pass School</i> (one only). 1. <i>Pass Moderations</i> . 2. <i>Jurisprudence Preliminary</i> , with 'Additional Subject'. 3. <i>Science Preliminary</i> , with 'Additional Subject'. I. 1. Qualifies for all examinations in the next column except II. 8. 2. Qualifies for all examinations in the next column except II. 1 and II. 8. 3. Qualifies for all examinations in the next column except II. 1.	I. <i>Pass School</i> . Five Groups (see <i>Examination Statutes</i> , p. 38 ff.).
	or II. <i>Honour School</i> . 4. <i>Honour Moderations</i> . 5. <i>Honour Mathematics</i> , with 'Additional Subject'. II. 4. Qualifies for all examinations. 5. Qualifies for all examinations in the next column except II. 1.	or II. <i>Honour School</i> . 1. <i>English Language and Literature</i> . 2. <i>Literae Humaniores</i> . 3. <i>Mathematics</i> . 4. <i>Jurisprudence</i> . 5. <i>Modern History</i> . 6. <i>Theology</i> . 7. <i>Oriental Studies</i> . 8. <i>Natural Science</i> . 9. <i>Modern Languages</i> .

Advanced degrees for which an Oxford B.A. is a necessary preliminary:—M.A., B.D., B.M.

Advanced degrees for which an Oxford B.A. is *not* a necessary preliminary:—B.Litt., B.Sc., B.C.L.

<sup>1</sup> See Chap. vii of the *Handbook*.

<sup>2</sup> Senior standing (see p. 67) excuses from Responsions (and Additional Subject) and the Intermediate Examination; Junior standing exempts only from Responsions (and the Additional Subject).

To take (a) the Pass Examination in both the Intermediate and the Final School ;

(b) The Pass Examination in the Intermediate and Honours in the Final School ;

(c) The Honour Examination in *both* the Intermediate and the Final School ;

(d) The Honour Examination in the Intermediate and the Pass in the Final School.

While under no compulsion to take any degree, the Rhodes Scholar reading for the B.A. degree is expected to take Honours at least in the Final School. That is to say, he is confronted with a choice between the second and third alternatives just mentioned. To state it more simply, he may take *either* the Pass *or* the Honour Examinations in the Intermediate; he is expected to take Honours in the Final School.

The Inter-  
mediate  
Examina-  
tion, Pass  
School.

To take up first of all the Intermediate Examination in the *Pass* School. This may be *either* what is known as 'Pass Moderations', *or* the Preliminary Examination in Jurisprudence, *or* the Preliminary Examination in Natural Science. Pass Moderations will admit to the Final Examinations in all of the nine Final Honour Schools except Natural Science, and is required of those reading for Honours in English Language and Literature. For all the other Final Schools, except the School of English Language and Literature, a candidate may qualify by passing *any one* of the three Intermediate Examinations just mentioned. A glance at the chart on p. 77 will perhaps make this a little clearer. The Law Preliminary Examination is generally taken by men who intend to read Jurisprudence, frequently also by candidates for Honours in the Modern History School. The 'Science Preliminary' is seldom taken except by men reading for the Final Examination in Natural Science.

The requirements for these three *Intermediate Pass* Examinations are as follows:—

'Pass  
Mods.'

'*Pass Moderations*' is along the lines of 'Responsions', the first University examination,—but of a more difficult grade. The subjects are:—(1) translations from certain prescribed Classical authors with questions on the text and contents, (2) Logic *or* Algebra and Geometry, (3)

Latin Prose Composition, and (4) Unprepared Translations in Greek and Latin.

The subjects of the Preliminary Examination in Juris-<sup>Law Pre-</sup>prudence are:—(1) English Constitutional and Political<sup>lim.</sup> History after 1485, or European History. 800–1494; (2) Gaius, *Institutes*, Books I and II to be read in the *original*, with reference to the history and sources of the law; (3) Unprepared Latin Translation; (4) (a) Logic, or Bacon's *Novum Organum*, Book I, or (b) a portion of a prescribed Greek, French, or German author, with unprepared translations in the language offered. Greek is optional, but a fair knowledge of Latin is required.

The subjects of the Preliminary Examination in 'Science<sup>Science Prelim</sup>' Natural Science will depend on the candidate's choice of subjects for the Final School in Natural Science. Examinations are held in (1) Mechanics and Physics. (2) Chemistry, (3) Animal Physiology, (4) Zoology, and (5) Botany.

Candidates who take either the Law or the Natural 'Addi-<sup>tional</sup> Science Preliminary Examination are further required to pass in an 'Additional Subject', additional, i.e., to the<sup>Subject.</sup> Stated Subjects for Responsions. The examinations may be in the nature of translations from (1) a prescribed Greek or Latin, (2) French, German, or Italian author, or on (3) Book I of Bacon's *Novum Organum*, or (4) Elementary Logic. This Additional Subject may be taken any time after matriculation; except that it must be taken before the student enters for the Law Preliminary Examination, and it must be passed before any candidate is admitted to the Final Examination in Natural Science.

All candidates who have passed in the written papers in any one of the three Intermediate *Pass* Examinations must undergo a 'viva voce' examination in the subjects offered.

Instead of taking one of these three *Pass* Examinations, 'Honour<sup>Mods.</sup> the more ambitious and scholarly may decide to take Honours in the Intermediate Examination—'Honour Moderations.' This examination is of more than average difficulty and requires thorough and conscientious preparation. The candidate must be prepared (1) to translate any passage set from Homer and Virgil and from the



orations of Demosthenes and Cicero ; (2) he must choose for special study at least three authors from a list of eight Greek and eleven Latin authors, and be prepared to answer questions on the text, contents, style, and literary history. (3) A fairly difficult Latin Prose Composition is set, also (4) unprepared translations in Greek and Latin, and (5) a general paper, covering the field of Greek and Latin grammar, literary criticism, and classical antiquities in general. In addition there are certain optional subjects, which may mean a better place in the 'Class Lists'. Great importance is attached to the literary character and the style in which the examination papers are written. There is no 'viva voce' examination.

'Honour  
Maths.'

Those who wish to escape the Classical part of 'Honour Moderations' may take instead the Intermediate Examination in 'Honour Mathematics' and an 'Additional Subject', although this is not often done. The subjects to be offered are (1) Algebra, (2) Trigonometry, (3) Pure and Analytical Geometry, (4) Differential and Integral Calculus, (5) Elements of Mechanics of Solids and Fluids.

Examina-  
tion in  
Holy  
Scripture.

All candidates for the degree of Bachelor of Arts are required to pass an examination in Holy Scripture. The subjects of the examination are (1) the Gospels of St. Matthew and St. John, and (2) either the subject-matter of the Acts of the Apostles or one of the two Books of Kings. Those who may make objection on religious grounds are allowed to substitute the *Phaedo* of Plato. In either case, a 'viva voce' examination follows. This examination in Holy Scripture may be taken before or with the Intermediate Examination ; it must be passed before a candidate for the B.A. is admitted to the Final Examinations.

Those who enjoy Senior standing are exempted from the Intermediate Examination—Pass or Honour—together, including also the Examination in Holy Scripture.

'Final  
Honour  
Schools.'

The candidate who has successfully passed the Intermediate Examination, Pass or Honour, is now prepared to proceed to one of the Final Honour Schools leading to the Bachelor's degree. Of these there are nine :—

1. Literæ Humaniores.
2. Modern History.

3. Mathematics.
4. Natural Science.
5. Jurisprudence.
6. Theology.
7. Oriental Languages.
8. English Language and Literature.
9. Modern Languages.

The names themselves will convey some general idea of the subjects to be pursued for each of these 'Schools'. A few words about the requirements and work to be done for the Final Examination in each of these nine Schools may not be amiss here.

'The Final Classical School or the School of Literae Humaniores is the oldest, and is admitted on all hands to be the premier School in dignity and importance. . . . The course of combined studies for this School is peculiar to . . . Oxford. It is believed to confer a fine mental discipline and to favour a catholic and genuine culture.' The general programme of studies includes the classical languages and literature, Greek and Roman History, and Philosophy. While textual criticism receives due attention, it is literary study and treatment that is emphasized. The study of the classical historians, in the original, forms the basis of the work in history. In Philosophy, which includes Moral and Political Philosophy and Logic, the work is based on Plato and Aristotle, but includes also the general history of Philosophy. The 'Greats' man is generally familiar with the works of Maine, Mill, Green, Bryce, and other authorities. He is also expected to be acquainted with the outlines of the Theory of Knowledge from Descartes to Kant, more especially with the philosophy of Locke, Berkeley, Hume and Kant, and the study of Psychology receives some attention. The essay work for and with the College Tutor is especially valuable and a most important part of the classical training received. The subjects of study range far beyond the limits of classical antiquity. 'The dominant note of the examination is . . . general culture upon a firm classical basis.' Quite a number of University prizes and scholarships are offered in Classics.

Modern  
History.

This is the first in numbers and the second in importance, of the Final Honour Schools. The reading to be done is very considerable, and a knowledge of French or German is now compulsory. The subjects of the examination include the Political and Constitutional History of England, some special period of European History, Political Science, and Political Economy. Those who aim at a 'First' or 'Second' in the Class Lists must further select one of a list of special subjects to be studied with reference to the original authorities, e.g. the Crusades, the French Revolution, &c. Certain other subjects connected with the history of Literature and Art are optional. Much stress is laid on Geography—for which special instruction is provided—and on the social and literary history of the period of European History studied. The courses of inter-collegiate lectures are particularly well organized and complete in Modern History, and an adequate teaching force supplies efficient tuition. There is no special training in historical method except as this is incidentally developed by independent work under tutorial supervision. The object of this School, as of most Honour Schools, is not to produce specialists but to lay the foundations of a liberal education. To stimulate and encourage historical study the University offers three prizes—the Stanhope, the Lothian, and the Arnold prizes. Special attention should be called to the splendid library facilities at the Bodleian Library, in addition to the various College libraries.

Mathe-  
matics.

An inter-collegiate association provides a very complete list of lectures in Mathematics. The subjects of the examination are Pure and Mixed Mathematics. The ordinary Professorial lectures 'aim more at the introduction of students to advanced study than at preparation for the University examinations'. The Professors and College Tutors and Lecturers are always prepared to give personal advice and instruction. The University awards each year a Senior and a Junior Mathematical Scholarship.

Natural  
Science.

The Natural Science School really embraces seven distinct co-ordinate subjects or courses of study, viz. (1) Physics, (2) Chemistry, (3) Animal Physiology, (4) Zoology, (5) Botany, (6) Geology, and (7) Astronomy.

Special work may be done in any one of these subjects, and combinations of several are possible. The course of study will depend on the student's choice of subject or subjects for his final examinations. It is impossible to go into all details here. Attention ought, however, to be called to the excellent facilities provided, which are generally underrated. Because of the heavy expenditure which would be involved under the distinctly collegiate system, the University undertakes most of the teaching in Natural Science as well as making provision for the practical work necessary and incidental thereto. Those who intend to take up the study of medicine are recommended to select either Physiology or Chemistry as a preliminary.

Excellent facilities for laboratory work are provided for at the University Museum. In addition, there are the College laboratories at Christ Church, Magdalen, Queen's, New College, Balliol, and Trinity. Others are in course of construction at Jesus College and at St. John's College (Rural Economy and Forest Botany).

In the Radcliffe Library are to be found more than 600 current scientific periodicals (English and foreign), and some 60,000 volumes dealing with all branches of scientific work. The University Museum contains excellent Zoological, Mineralogical, Geological, Palaeontological, and Petrological Collections. Here are to be found also the Hope Collection of Anthropoid Animals, the second in importance in the British Empire; the Hope Library, containing perhaps the most complete collection in the world on the Arthropoda; the Pitt-Rivers Museum, containing a very comprehensive Ethnological collection; and also the collections in Physical Anthropology, Human Anatomy, and Pathology. The facilities both as regards Working Staff and practical laboratory work deserve special attention.

The curriculum provides for a systematic study of the principles and history of Law. There is no opportunity for practical work at Oxford—'the case-system' method is not used. On the other hand, the reading to be done under the direction of the Tutor will afford a very solid foundation of the general principles of Law before entering

on the practical and special study in chambers or in court. This School is often taken after Honours have been obtained in some other Final School. The subjects of the Final Examinations are—(1) Jurisprudence, (2) Roman Law, (3) English Law (including the Law of Contract, of Succession, Real Property, and Constitutional Law), (4) History of English Law, and (5) International Law. The courses of lectures are given and arranged to meet these requirements.

Every one who wishes to become a Barrister or Solicitor—the two departments into which the practice of Law is divided in England—must have kept nine Terms at the Inns of Court, or have served five years as an articulated clerk in some solicitor's office, and must pass certain examinations. These are not under the control of the University, though certain exemptions and concessions are granted to those students who have passed examinations at the University.

**Theology.** The subjects of the Final Examination in Theology are—(1) specified portions of the Holy Scriptures based on a study of the original texts, including (*a*) the history, religion, and literature of Israel, and (*b*) the history, theology, and literature of the New Testament; and (2) the history and doctrine of the Christian Church till 461 A.D.; this is based mainly on the study of Eusebius and certain Patristic texts. In addition there are certain optional subjects—Hebrew, Evidences of Religion, Liturgies, Archaeology and Textual Criticism of the Old and New Testaments, and certain special subjects. The main subjects of study for this examination are historical. 'In addition to this training in historical method, the School also affords scope for education in scholarship, in so far as some texts must be read in the original languages.' The candidate has a choice of texts in Greek, Latin, and Hebrew. There is a good course of inter-collegiate lectures, and the Professorial lectures offer a very wide range of subjects. The library facilities are excellent. There are a number of other institutions not directly connected with the University which offer additional opportunities for study and instruction.

**Oriental** The courses given in this School are intended 'for the

most part for the practical acquisition of the language 'studied', and are of special value to candidates reading for the Indian Civil Service. 'The general subjects are Sanskrit, Arabic, Hebrew, and Persian, and History as connected with the literature of those languages.' There is a well-equipped library and museum in the Indian Institute.

Though but recently established, the opportunities for special study and for advanced instruction are well organized, and offer the choice of a wide range of subjects. The curriculum provides both for the philological and for the literary study of the English Language. Candidates are examined in (1) portions of certain prescribed English authors, to be studied with reference to the forms of the language; as examples of literature; and in their relation to the history and thought of the period to which they belong; (2) in the history of the English Language and Literature, demanding a thorough study of philology as well as of the history of literary criticism. In addition, the candidate who aims at a first or second class in the Final Examination must offer one of a list of nine or ten special subjects in philology and English literature. The examination requirements demand very wide reading, as well as a thorough study of some special period of English literature, or of some special subject in philology.

Complete courses of instruction are given in French, German, Italian, Spanish, Russian, and the Scandinavian languages; instructions will also be provided for in other European languages, if called for. All the Lecturers and Professors are prepared to give special instruction. A recognized authority is appointed from time to time to deliver a public lecture on some subject of modern language or comparative literature. Candidates reading for this 'School' are not required to offer more than one language. They will be examined in 'the language as spoken and written at the present day', in certain prescribed texts, in the history, philology, and the literature of the language offered. 'This will include the history of criticism and style in prose and verse, and the history, especially the social history, of the corresponding country or countries

of Europe.' In addition the candidate has the choice of certain optional subjects as prescribed in the Examination Statutes.

*Final Pass Schools* For the sake of completeness, brief reference may be made to the Final Examinations in the Pass Schools. The subjects of the examination are divided into a number of groups, each containing a certain number of subjects, e.g. one group contains Classical subjects, another Modern subjects, another Mathematics, &c. Candidates must satisfy the examiners in three subjects; as a rule not more than two subjects may be taken from any one Group. The examination in these subjects may be taken separately, i.e. it is not necessary to take all of them in the same Term, and no limitations (except by his College) are placed on the number of the Pass-man's efforts to pass his 'Groups'. In the course of time the University examiners are said to be able to recognize familiar faces in the Pass Schools with comparative ease—some cynics say, with ill-concealed pleasure.

*Graduate study.* The residential feature of the Oxford system, on the one hand, and the stress laid on culture for its own sake, on a liberal education, on the other, has not been very favourable to the growth of special or graduate work. The Oxford life makes heavy demands on the student's time. An ideal of culture and scholarship (in the English sense of the word) will not have much in common with the demands of technical and professional training, with 'specialization' and the scientific spirit. Conservative as Oxford is, it has not shut its doors to the spirit of the times. Despite Ruskin, 'science' has made decided inroads and is to-day firmly entrenched in Oxford soil. The new University Professorships and Lectureships were another sign of the times. The extension and perfecting of the examination system to meet the new conditions, and the absence of any demand for 'research' work, discouraged the growth and development of the Professorial system, and most of the Professorships suffered by atrophy of functions and became part of the larger inter-collegiate system. This must not be interpreted to mean that all work became undergraduate in character. No greater mistake could be made. As has

been said, there is no hard and fast line at Oxford where undergraduate work ends and graduate work begins. But it is true that, apart from the work in Natural Science and Medicine, Oxford makes little pretence of teaching method as *method*. By an extension of the tutorial system, it substitutes the direct personal contact between the Professor and the student. There are advanced lectures, to be sure, but they are purely formal. Wherever there has been a demand for it, Professors have always been ready to organize small classes for special study—on the model of seminars, or even to accommodate their lectures to the needs of advanced students. There exists to-day a very substantial framework on which is being organized an efficient Graduate School. New departments are not created at Oxford ‘by act of legislature’, nor are they grafted on to the system. They must be a growth—a natural growth from within.

With the institution of the new ‘Research degrees’ in Letters and Science<sup>1</sup>, a good beginning has been made in the way of a school of purely post-graduate study. Recently, also, certain endowments for research have been established or reconstituted. The institution of ‘Research’ Fellowships, as apart from the ordinary teaching Fellowships held by College Tutors and Lecturers, is but another indication of this new spirit and of the new demands. Moreover, many College Tutors are working in special fields or engaged in research, and are always ready to advise the student or to give special individual instruction.

The most valuable feature in the new system is that ‘the student enjoys the advantage of being brought into close contact with those who have a first-hand acquaintance with the department of knowledge to which he is devoting himself, and are ready to give him the benefit of their experience in researches similar to his own. Professors and Readers in the University have gained a new responsibility by being brought into relations with the most earnest students in their respective branches of learning.’<sup>2</sup>

<sup>1</sup> ‘Science’ includes Mathematics, Natural Science, and Mental and Moral Science.

<sup>2</sup> Cf. *Handbook*, p. 226.



But perhaps most important of all for the trained research student is the inexhaustible material to be found in that treasure-house, the Bodleian Library, in the Radcliffe and the various special and College libraries, and in the University Museums.

Research  
degrees These new degrees, Bachelor of Letters and Bachelor in Science, are open to all Oxford graduates (i. e. those holding an Oxford B.A.), and also to other students who are twenty-one years of age and who 'can give satisfactory evidence of having received a good general education'. Rhodes Scholars who have taken their Bachelor's degree at some Colonial or American University will generally be able to avail themselves of this latter regulation. All candidates for these degrees in Letters or Science—and this applies also to those reading for the degree of Bachelor of Civil Law (see p. 93)—should be sure to provide themselves with the necessary credentials. They must be prepared to present:—

1. A certificate of age.
2. A certificate of degree or degrees already taken.
3. A detailed statement of work done, or published as a result of their special studies.

These credentials should be supplemented by:—

4. Letters of recommendation from former instructors and Professors.
5. A Catalogue or Register of the candidate's University or College.
6. Candidates must present some definite subject of study or research.

Once admitted to be a candidate for the degree, the candidate's work will be under the direction of a Committee of two, one of whom is usually a Professor, appointed by the Board of the Faculty to which his subject belongs. In addition to the residence requirement of eight University Terms (i. e. two years), he must first have 'satisfied the Board of Faculty, by examination only, or by submitting a dissertation, which, if approved, is necessarily followed by a viva voce examination. The Board may further require the candidate to publish his dissertation or some part of it.' Any one who has taken an Oxford B.A. has satisfied the necessary requirements

as to residence for the Research degree, and, without necessarily residing in the University, he can pursue his special studies *in absentia* under the direction of the Committee and proceed to his degree at his convenience.

There are opportunities for research or advanced special work in almost every field of knowledge, but some of them deserve special mention. It goes without saying that the student of the Classics, of Comparative Philology, and of Ancient History will find at Oxford not merely the technical facilities in the way of instruction, libraries, and museums, but an atmosphere particularly favourable to the prosecution of his studies. 'Every College has one or more classical lecturers on its staff who have usually made a special study of some branch of classical learning.' A glance at the list of Professors and Lecturers for the Honour School of *Litterae Humaniores*<sup>1</sup> will be sufficient indication and guarantee of the adequacy and efficiency of the instruction provided. Most of the Honour lectures are of an advanced character.

The Keeper of the Ashmolean Museum (Arthur J. Evans, D Litt.) lectures (generally in Michaelmas Term) on Minoan and Primitive Aegean Culture, or on other prehistoric subjects. There are also opportunities for special work in Archaeology and Geography. Courses are given by specialists in Egyptology, Palaeography, and Numismatics. Dr. Grenfell and Dr. Hunt are continuing their work on the *Oxyrhynchus Papyri*.

There is also a special endowment for research—the Craven Fellowship, with an income of £200 per annum for two years; eight months in each year must be spent abroad. The British School of Archaeology in Athens offers (usually every other year) a studentship of £50 to some member of the University. The library facilities are unexcelled: the Bodleian Library with more than 600,000 bound volumes of printed works, and some 30,000 bound volumes of manuscripts; the Radcliffe Camera, in which are kept practically all English books published since 1851, and where most of the leading periodicals may be consulted; the Ashmolean Library, containing most of

Opportu-  
nities for  
research.  
Classical  
studies.

Archae-  
ology.

<sup>1</sup> See Appendix, p. 143.

the works on general archaeology ; and the various College libraries : the library of Oriel College containing a special collection of books on Comparative Philology, and Worcester College Library a valuable collection of books on Classical Archaeology. The collections in the Ashmolean Museum present some exceptional opportunities for study in the following departments :—Prehistoric and Early Dynastic Egypt ; Primitive Anatolia (Hittite Seals, &c.) ; Primitive Greece and the Aegean ; Greek Vases ; Greek and Graeco-Roman Bronzes ; Greek Sculpture—collection of casts ; Greek and Roman Inscriptions. There is a collection of coins in the Bodleian.

The Pitt-Rivers Museum contains a unique ethnological collection, so arranged and classified as 'to illustrate so far as possible, by means of synoptic groups of specimens, the actual or hypothetical origin and gradual development of the various arts and appliances of mankind, as well as their geographical distributions'.

Modern  
History.

The opportunities for advanced and special instruction in Modern History are excellent. There is a good system of inter-collegiate lectures which will be useful even to advanced students. The Regius Professor holds a small class 'specially designed for students working for the B.Litt. degree'. There are courses in Palaeography and Diplomatic by specialists, and facilities for doing special or research work in Colonial History.

A series of six lectures is delivered by the Ford Lecturer, elected annually, upon some particular period or question connected with British History.

Special work is also offered in Geography.

Library  
facilities

'The *Bodleian Library* and the *Taylorian Library* of foreign books are open to all matriculated members of the University upon compliance with certain conditions as to introduction. Each College also possesses a library, and books and MSS. in the library of one College can usually be consulted by members of other Colleges by arrangement with the Librarian. The Bodleian Library, and some of the College libraries, contain an immense quantity of MSS. and materials for mediaeval history which have been imperfectly explored. The Bodleian is also extremely rich in collections of MSS. illustrating the

history of England during the sixteenth, the seventeenth, and the early part of the eighteenth century, and many Colleges possess important MSS. of the same period which have been but little utilized by historians. The Carter MSS. in the Bodleian are one of the chief sources for the study of Irish History.' Mention should also be made of the library of the Oxford Architectural and Historical Society, and of the special collections in the Ashmolean Museum on Prehistoric Britain (Stone and Bronze and Early Iron Age), Anglo-Saxon Britain, and of the Renaissance Bronzes and Majolica, and of the library of the Indian Institute

Many of the Honour lectures in *Theology* are adapted Theology. to the needs of advanced students. Seminar classes are also held in several subjects. A special University Lectureship in Assyriology has been established; lectures are given on the bearing of Assyriology upon the Old Testament. The instructional staff is excellent. Two theological colleges, Mansfield College (Congregational) and Manchester College (undenominational), are both well equipped with an efficient staff of lecturers.

Most of the courses in the School of Oriental Lan- Oriental guages are for the practical acquisition of the languages studies. offered. There are also some advanced lectures, and all members of the teaching staff are prepared to give instruction and advice to students taking up any special line of Oriental studies. There is a very complete collection of works on Egyptology in the Bodleian Library and in the libraries of the Ashmolean Museum, of Queen's College, and of the Indian Institute. 'The Indian Institute Library contains about 23,000 volumes intended to represent very fully the languages, the literature, the religions, the institutions, the geography, the history, the ethnology, the archaeology, and the administration of ancient, mediæval, and modern India.' Very considerable opportunities and facilities are here afforded for the study of Sanskrit, Tamil and Telugu, Persian, Arabic, Turkish, Chinese, and Burmese. The library contains a collection of 162 Sanskrit and Prakrit MSS., and 64 Persian MSS., as well as a large number of maps of official publications of the Indian Provincial Government. All the leading

Oriental Journals in English, French, and German are kept here. The Museum of the Indian Institute is a great aid to the historical study of Indian subjects.

English  
Litera-  
ture.

Though but very recently established, the work in the Schools of English Language and Literature and of Modern Languages calls for special consideration. The facilities for research in the Bodleian, and especially in the Taylorian Library, are very considerable.

'The Taylorian Library contains about 40,000 volumes, representing the languages of Modern Europe, English (Anglo-Saxon, Early English), French, German, Dutch, Scandinavian, Italian, Spanish, Portuguese, Modern Greek, Polish, Bohemian (Czech), Russian, Serbo-Croatian, and Bulgarian. The chief subjects are the philology and literature (mainly poetry and drama) of these languages, and historical memoirs and biographies written in them. The Library is specially strong in the literature of Dante, Molière, Goethe and Schiller, Cervantes, Lope de Vega, Calderon, Camoens, and Old Norse Sagas. The Finch Collection forms a special library of works on the Fine Arts, written in French, German, Italian, and other European languages.

A special *Seminar-Library* contains the leading literary and philological periodicals on modern European Languages, the books prescribed for the Honour School of Modern Languages, and a selection of dictionaries, grammars, and works of reference connected with the study of modern languages.'

Natural  
Science.

There are also abundant opportunities for research and for special work in Natural Science. The laboratories in the University Museum, at Christ Church, Magdalen, Balliol, and Trinity are well equipped. At the Oxford Museum are laboratories equipped for special study leading to research work in Physics, Electricity, Chemistry, Comparative Anatomy, Mineralogy, Geology, Physiology, Human Anatomy, Pathology and Bacteriology, each under the direct charge of the Professor of the subject. The teaching in Pathology, Comparative Anatomy, and Physiology is adapted to the needs of those preparing for Medicine. Special rooms have been set apart for original research work in experimental Patho-

logy and Bacteriology, in Pathological Chemistry and Histology.

Special work may also be done along certain lines for *Diplomas*, which diplomas are granted by the University. These have been only recently introduced. 'At present they are given for a course of work extending over a year or more in such subjects as Education, Geography, Economics, Engineering and Mining, Anthropology, and Forestry, the object being to supplement the ordinary curriculum for the B.A. degree by providing for more special lines of study.' There are seminar-classes in Geography and Economics.

The advanced work in Law is of a very special character. *B.C.L.* Most of the lectures in Law are intended for those reading for the Jurisprudence School, so that the candidate for the *B.C.L.* is thrown largely upon his own resources. Prof. Vinogradoff lectures on the History of Law and Comparative Jurisprudence, and also holds a seminar-class along these lines. But the bulk of the work for the degree must be done in private under the direction and supervision of the College Tutor. The examination for the *B.C.L.* is one of the most difficult University examinations. It covers a very wide field and the standard required is very high. Candidates must possess a fair knowledge of Latin, as certain special subjects in Roman Law are studied in the original. The subjects studied are concerned in the main with the theoretical side of legal study, with the general principles and the history of Law.

Students from the Colonies who are intending to enter at one of the Inns of Court will find no difficulty in keeping their Terms during their residence at Oxford. The residence requirements at the Inns of Court merely consist in eating three dinners during each Term.

The library of All Souls—the Codrington Library—contains a very complete collection of works on Law and the history of Law—Roman, English, and foreign. The English Law Reports of all periods, as also the principal American and Colonial Reports, are to be found here.

Several Scholarships are offered by the University for proficiency in legal studies.

The degree of B.C.L.—like the Research degrees of B.Litt. and B.Sc.—is open to all who have taken an Oxford B.A., and to persons above twenty-one years of age who have obtained a degree in Arts or in Philosophy or in Science in some other University, and who have satisfied the Board of the Faculty of Law that they will be qualified to pursue an advanced course of legal study.<sup>1</sup> Honours can be obtained only by those candidates who at the time of examination have not exceeded twelve Terms (i. e. three years) from the date of their matriculation. The minimum residence requirement is eight Terms.

The examination for the B.C.L. includes the following subjects:—

1. Jurisprudence (and Theory of Legislation).

2. Roman Law:—

(1) The principles of Roman Private Law, as set forth in the Institutes of Justinian (to be read in the original).

(2) One special subject.—*Either* Ownership and Possessions (cf. *Digest* xli and xxiii. 1) *or* Theory of Contract generally (cf. *Digest* xlv. 1).

3. English Law:—

(1) Real and Personal Property.

(2) Common Law (including Contracts, Torts, Criminal Law, and the Procedure of the High Court).

(3) Equity (with special reference to Trusts and Partnership).

(4) One Special Subject to be selected by each Candidate for himself from the following list:—

(a) Agency.

(b) Sale.

(c) Easements and Profits-à-prendre.

(d) Specific Performance.

(e) Criminal Law.

(f) Evidence.

4. International Law *or* the Conflict of Laws.

<sup>1</sup> All official correspondence relative to the degrees of B.C.L., B.Litt., B.Sc., should be addressed to the Secretary to the Boards of Faculties, Clarendon Building, Oxford.

## CHAPTER VII

### EXPENSES

THE question of Expense, like many other Oxford questions, is very difficult to discuss within the limits of a general statement. And yet this has arisen with probably greater frequency than any other single question since it was announced that the Rhodes Scholarships were to have an annual value of £300. Is Oxford expensive? How far will £300 carry a man? Why and how do the various Colleges vary in expensiveness? What are the necessary expenditures?

In one of its memoranda (U.S.A.) the Rhodes Trust makes the following statement:—

‘The sum of £300 is no more than is necessary to cover the expenses of the year, including Vacations as well as Term. A Scholar must not therefore count on his Scholarship as leaving any margin—least of all in his first year, in which, owing to unavoidable initial payments, expenses are heaviest. Experience suggests that a Scholar should start his Oxford career free from financial embarrassment.’

Mr. Wells, in his chapter on expenses of Oxford Life,<sup>1</sup> discusses and gives reasons for the various financial demands which the average student has to meet. Stripped of the discussion, his opinion is, ‘it may fairly be said that a man who wishes to live like other people, but is willing to be careful, may be at College for about £160<sup>2</sup> a year, out of which he can pay for his clothes, travelling, &c., and find himself in pocket-money.’ But this, of course, implies that he has a home at which to spend

<sup>1</sup> *Oxford and Oxford Life*, Chap. iii.

<sup>2</sup> ‘Another Bursar estimates £150.’



his Vacations, while no allowance is made for travelling in Vacation.

‘Oxford is emphatically a place for the well-to-do, or those who by their brains have provided themselves with scholarships and exhibitions.’

‘The whole tradition of the place is against economy. . . . The world in general expects Oxford to entertain it, . . . and I do not think we disappoint expectations in this respect.’

‘At the same time . . . the cost of an Oxford education cannot be called high, judged by the standard of what is usually paid for education in England.’

There is no need for attempting here an explanation of the reasons for the facts which occasion these conclusions as set forth by Mr. Wells; but, keeping these statements in mind in connexion with the following sketch of necessary expenditures, one may readily see the reason for the statement in the Rhodes Trust’s Memorandum as quoted above.<sup>1</sup>

£300 is a comfortable sum, but it does not leave margins to be wasted in riotous living or hoarded as a nucleus for a fortune. It will carry the careful man through the year; but Rhodes evidently thought that in most cases the Scholars would have some supplementary means—an asset, under the circumstances, very desirable.

The Rhodes Scholar who expects to live *the year round* on £300 should realize at once that he is not to lay out for himself an extravagant programme. He will have, in fact, to figure closely in order to make this sum cover his *necessary* expenses for the whole year.

There exists a considerable difference in the averages of expense for different Colleges. This statement should not, however, be misinterpreted. It is *possible*, mathematically, to live at what would be styled ‘an expensive College’ at a minimum not much greater than that of a ‘cheap College’ (excepting special arrangements, e.g. Keble and St. Edmund Hall). But when it comes to practice, the atmosphere of the Colleges must be taken into consideration.

<sup>1</sup> See p. 95.

In order to enjoy the advantages of College life, to get and to give the best possible, the student should be ready and able to move on a plane with the average men about him. This does not mean that he shall go with the most expensive 'set' in his College, but he should be able to follow Rhodes's famous injunction, 'Do the comparative.'

Every Oxford Student has sooner or later to draw on his bank account to meet the following demands:—

Necessary expenses for every one include—

1. University Expenses.

1. Matriculation (once only) £3 10s.
2. University Quarterly Dues, 12s. 6d. (twelve shillings and sixpence) per Term (four times per year).
3. Examination Fees (see Table, p. 103).
4. University Degree Fees (see Table, p. 103).

2. College Expenses.

1. Entrance, or Matriculation, Fee required in most Colleges—average £5 (once only) (see Table, p. 105).

2. Caution money. Caution money is a deposit of a certain sum in advance, required in most Colleges, in order to secure the College against loss through damage to property or non-payment of College bills. With regard to *Rhodes Scholars* each College has made its own arrangements. As these arrangements stand at present, fourteen Colleges require no deposit; four have required £10; one has required £20; and one has required £40; while two do not require caution money of any one. (For the sake of foreign students, the sums ordinarily required of Commoners have been included in the Table at the end of this Chapter, col. 2.<sup>1</sup>)

Caution money, when required, is, as a rule, paid back, in whole or in part, when the student 'goes down' (finally); in some instances a part is retained and applied to the expense of 'keeping name on the College books' and towards paying for M.A. degree.

<sup>1</sup> For further information see *Handbook*, Chap. iii.

**3. Furnishing.** It is necessary for every student in College to provide himself with table-linen and table-ware, bed linen, &c. For instance, one College suggests, 2 pair sheets, 2 pillow-cases, 3 table-cloths, 6 towels, toilet-covers, glass-cloths, dusters, set of china ( $\frac{1}{2}$  doz.); 6 each of small knives, large knives, teaspoons, dessert-spoons, table-spoons, small forks, large forks, tumblers. . . . cruet-stands, salt-cellar and spoons.' Kettle, coffee and teapots are also needed. These items may involve from £7 up, according to the taste of the individual. Frequently some of them may be purchased from the scout.

The incoming tenant often finds it necessary to purchase or rent several additions to the furniture which he finds in his rooms (see *Furniture, infra*), and often has to see to numerous repairs—for the furniture is handed on 'from generation to generation'.

**4. Tuition.** Under ordinary circumstances undergraduates pay the regular tuition specified in the following Table, averaging £8 per Term. Research students are in some cases released from a part of this tuition, but may have to pay for other tuition (special).

**5. Room-rent.** Rhodes Scholars will spend their first two years at least *in* College. (For rental rates, see Table, p. 105.) On an average, rooms in College cost less rental than 'licensed lodgings'. (See p. 66.)

**6. Furniture—Rental or Purchase.** It is the custom in Oxford for the out-going tenant to leave most of his furniture for *sale* to the in-coming tenant. The College has an assessor who 'values' the furniture each time the room changes occupants. Some Colleges act merely as 'sales agents', the purchase money passing from new to old occupant through the College offices. In many cases the College *owns* the furniture and rents it to the student. Where rental is allowed the cost comes to about fifteen per cent. of the valuation of the furniture, per year; that is, about five per cent. is charged for use of the furniture, and 'depreciation' is charged at the rate of from five per cent. to ten per cent. per year.

**7. Battels.** The term 'battels' is used in two senses.

In its larger sense it is applied to the Terminal bill which is sent three times per year by the College to each of its students. In this sense it embraces all items of current account between College and student (including University Quarterly dues); College dues; tuition; College (amalgamated) clubs<sup>1</sup>; room-rent; furniture-rent; 'establishment charges' (i. e. cost of maintaining College plant, &c.); meals; groceries; coal: lights; laundry; messenger and gate-bills; fines; and all extra charges (percentages, breakage bills, special fees, &c.).

In its restricted sense 'battels' means a weekly statement which covers dinners in hall—all meals; groceries and supplies for breakfasts, luncheons, teas and coffee from kitchen, buttery, and common-room; coal and faggots; messenger and gate fees (i. e. items of consumption and of special service).

These statements are sent out each week—dinners in hall average 12s.—14s. per week. In Winter Terms coal and faggots average about 4s. per week (less in Summer Term). The other items are entirely at disposal of the individual.

It is possible to keep these weekly bills as low as £1 5s., but this is far below the average. From £12 to £20<sup>2</sup> per Term is a fair estimate, with moderate living, for these items.

**8. Additional Charges.** There are a certain number (as reference to *Handbook*, Chap. iii, will show) of not inconsiderable charges, which might be classed collectively as 'fixed charges' were it not that they vary in different Terms, or as 'establishment charges' were it not that that term differs in its comprehensiveness in different Colleges. In this class we may collect those charges which are made by each College under some or all of the following designations.

*Establishment charges*:—Strictly speaking, for maintenance of College buildings and current expense of the

<sup>1</sup> See *Amalgamated Clubs*, p. 100.

<sup>2</sup> These figures may seem a low estimate, but considerable inquiry points to a fair average as lying within these limits.

College plant ; library fund ; building fund ; College dues ; porters ; bed-making ; shoe-cleaning ; percentage charged on kitchen and grocery bills, rates, taxes<sup>1</sup>, increased in direct proportion to totals of other parts of battels which cover optional items.

**9. Gratuity to College servants.** The Colleges recognize a 'tip' to the scout, and scout's boy ; and small tips to porters, messengers, boot-cleaners, &c., are customary. In-College students may reckon about £2-£3 per term for these gratuities.

**10. Amalgamated Clubs.** The membership in College clubs is one of the 'not compulsory but obligatory' items in College expenses. Students are not required to join, but every man who is active in the College life becomes a member of the Amalgamated Club. Initiation fee averages £2 (paid, of course, *once* only) ; Terminal dues average £2, three times per year (generally included in Terminal battels).

These are what may fairly be considered the *necessary* items of current expense, exclusive of University charges, degree fees, the sum which is laid down as caution money, and investment in furniture, furnishings and repairs.

The total of Terminal battels will amount, for a man who lives comfortably without extravagance, to between £40 and £55 per term (three times per year) according to his College. This is exclusive of books, clothing, and any 'not-College' expenses.

**11. Degree Fees.** Each College charges a fee, varying from £1 1s. to £7, when a student takes a B.A. degree ; from £1 1s. to £8 4s. when he takes an M.A., &c. (see Table, p. 105). This is exclusive of and in addition to the degree fee charged by the University.

In addition to these *necessary* College expenses it may be as well to have in mind other probable expenses.

**Athletics.** Athletic life, almost universal in Oxford,

<sup>1</sup> No one College uses all these designations—but these funds, or services, or their equivalents, are provided for in each College's battels.

involves the purchase of one's own costumes and outfit. Entrance into various contests costs small sums ranging from 2s. 6d. in College tennis tournaments, to £3 10s.<sup>1</sup> before one may enter inter-College boat races.<sup>1</sup> To the man who is successful in athletics expenditure for ribbons and blazers involves some outlay, often considerable. Needless to say, such expenses should be very welcome.

**Clubs (other than the Amalgamated Clubs).** Membership to the Union costs £1 1s. entrance fee, and £1 5s. per Term; or life membership may be commuted at £10 10s.

The in-College clubs are inexpensive, with a few exceptions. Several University clubs cost at the rate of about £1 1s. per Term; while a few of the more exclusive clubs are very expensive.

**Subscriptions.** Certain charitable subscriptions, to which most men give, may average about £1 10s. per year.

**Occasional Expenses.** Exceptional expenses, which a man may expect to meet at least once during his three years, are subscriptions for sending a College crew to some regatta, which involves from £1 up; and for a College ball, which will also average about £1.

Rental of a punt or canoe during Summer Term is not a necessity, but it is a very possible extra, involving another pound or two.

To discuss riding and driving, &c., of course takes us into the realm of luxuries.

It is useless to deal with optional details; but when all is said and done, the man who expects to take Oxford as Oxford is, and who, while not extravagant, is at the same time not inclined to stint himself, must expect to put between £175 and £200 as a *minimum* into his six months at Oxford.<sup>2</sup>

<sup>1</sup> This entrance fee is paid once only, i. e. the first time a man rows in an inter-College race.

<sup>2</sup> The initial expenses of the first year and the additional expenses connected with graduation, &c., at the end of the third year makes this, if anything, *too conservative* an estimate of the average for each of these years.

The intricacy and the elastic possibilities of the battel-sheet, together with the diversity of plans existing in different Colleges, make it impossible to arrive at accurate comparative figures, but the following is a fair sample of one Term's battels.

(For eight weeks.)

\_\_\_\_\_ COLLEGE.

Mr. \_\_\_\_\_

(Summer Term, 1905.)

	£	s.	d.
Kitchen and Buttery . . . . .	16	2	7½
Messenger . . . . .	0	1	8
Postage and Parcels . . . . .	0	6	5
Faggots . . . . .	0	1	0
Knocking-in (Gate fee) . . . . .	0	7	0
Coals . . . . .	0	8	5½
Groceries . . . . .	2	17	4
<hr/>			
Total Weekly Battels . . . . .	20	4	6
Percentage . . . . .	1	15	3
University Dues . . . . .	1	5	0
College Dues and Establishment Charges . . . . .	5	8	0
Room Rent . . . . .	5	10	0
Furniture Rent . . . . .	1	10	0
Rates and Taxes . . . . .	1	2	0
Tuition Fees . . . . .	7	7	0
Glazier, 6s. ; Damage, 3s. 4d. . . . .	0	9	4
Laundress . . . . .	1	7	4
College Clubs . . . . .	2	5	7
Electric Lighting . . . . .	10	0	
<hr/>			
	£48	14	0

## A TABLE OF CERTAIN UNIVERSITY CHARGES.

## University Fees.

	£	s.	d.
1. Matriculation . . . . .	3	10	0
2. Quarterly dues (4 times per year) 12s. 6d ; in 3 years	7	10	0
3. On claiming exemption from Responsions or on claiming exemption from the First Public Examination (Moderations) . . . . .	1	0	0
On claiming Senior Foreign standing . . . . .	2	0	0
„ „ Junior Foreign standing . . . . .	1	0	0
4. Examination Fees—			
<sup>1</sup> First Public Examination (Moderations)			
<i>a.</i> Holy Scripture . . . . .	1	0	0
<i>b.</i> For each of the other parts . . . . .	2	0	0
Preliminary Examination in Jurisprudence (Law Preliminary) <sup>1</sup> . . . . .	1	10	0
For any Honour School other than the Schools of Mathematics or Natural Science . . . . .	3	0	0
For the Honour School of Mathematics . . . . .	2	10	0
„ „ Natural Science—			
(1) In Physics or Chemistry . . . . .	3	10	0
(2) In any other subject . . . . .	1	0	0
Before each examination in Civil Law . . . . .	1	1	0
On admission as a candidate for the Degree of Bachelor of Civil Law . . . . .	5	0	0
On admission or re-admission as a Candidate for the Degree of Bachelor of Letters or Bachelor of Science . . . . .	5	0	0
On application or re-application for a Certificate as a Candidate for the Degree of Bachelor of Letters or Bachelor of Science . . . . .	5	0	0
5. Degree Fees—			
A. University.			
Final admission to Degree of Bachelor of Arts . . . . .	7	10	0
Final admission to Degree of Bachelor of Literature . . . . .	7	10	0
Final admission to Degree of Bachelor of Science . . . . .	7	10	0
Final admission to Degree of Bachelor of Civil Law . . . . .	8	0	0
B. College.			
In addition to the University Degree Fees each College requires a fee varying from £1 1s. to £8 4s. from each of its students when he takes a degree. See Table, p. 105. <sup>1</sup>			

<sup>1</sup> Not required of students having Senior Foreign standing.Note.—For more complete list of examination fees see *Examination Statutes or Handbook*.



## A Table of certain College Charges.

The columns in the following table correspond with the numerical arrangement of 'College expenses' above.

The figures in columns 1, 2, 4, 5 and 11 are taken from the seventeenth (1906) edition of the *Student's Handbook*.

It is impossible to give exact figures for Furnishings. Furniture, Batelets, Additional Charges, Gratuities, and Amalgamated Clubs (i. e. items 3, 6, 7, 8, 9 and 10 respectively), and therefore they are omitted from this table.

With regard to caution money (column 2), see '2. Caution Money' above.

## FOOTNOTES TO THE TABLE OPPOSITE.

<sup>1</sup> Kettle has a special arrangement by which, after entrance fee of £5, £35 paid in three instalments may be made to cover nearly all of the actual necessities of in-college expenses per year. (See *Handbook*, p. 73.)

<sup>2</sup> Queen's has a special arrangement by which, after payment of entrance fee and deposit of £10 caution-money, a payment of £28 per Term may be made to cover nearly all of the actual necessities of in-College expense per Term. (See *Handbook*, p. 77.)

<sup>3</sup> St Edmund Hall has a prepayment system by which, without admission fee or caution money, £73 paid in three instalments may be made to cover 'all charges of the Hall except degree fees.' (See *Handbook*, p. 82.)

<sup>4</sup> For Non-Collegiate arrangements see *Handbook*, pp. 83-84:—

'A reference to the figures which have been given will show that the course of three years for a B.A. degree need not exceed the charges specified in the following list':—

(That is, for Non-Collegiate students.)

	£	s.	d.
Entrance fees . . . . .	8	10	0
Three years at £51 10s. 6d . . . .	154	11	6
University Fee for Degree B.A. . . .	7	10	0
	<hr/>		
	170	11	6
Less caution money . . . . .	2	0	0
	<hr/>		
	£168	11	6

A TABLE OF CERTAIN COLLEGE CHARGES.

	Entrance and Matriculation Fees for Commoners.	Caution money for Commoners.	Tuition per year.	Room Rent per year.	Degree Fees.	
					B.A.	M.A.
Balliol . . . . .	£ s.	£	£ s.	£8 up, average £15	£ s. d.	£ s. d.
Biasense . . . . .	5 0	21	25 0	£9 up, to £23	4 4 0	6 6 0
Christ Church . . . . .	5 0	25	25 4	£6 to £28	5 4 0	8 0 0
Corpus Christi . . . . .	No.	25	24 0	£10 to £16	3 3 0	3 3 0
Exeter . . . . .	5 0	30	27 0	£10 10s. to £16 16s.	2 10 0	5 0 0
Hertford . . . . .	5 5	25	22 1	£12 to £18	4 12 6	4 0 0
Jesus . . . . .	2 0	30	22 10	£8 8s. to £15	5 5 0	5 5 0
Keble <sup>1</sup> . . . . .	5 0	20	21 0	See opposite page.)	3 1 0	3 1 0
Lincoln . . . . .	No.	30	21 0	£10 10s. to £16 10s	1 0 0	1 0 0
Magdalen . . . . .	No.	40	24 0	£10 to £28	1 1 0	1 1 0
Merton . . . . .	1 10	30	22 1	£7 to £18 18s.	0 17 6	1 5 0
New College . . . . .	5 0	30	21 0	average under £15	2 0 0	2 0 0
Oriel . . . . .	5 0	30	22 10	average £12	2 2 0	2 2 0
Pembroke . . . . .	5 0	30	23 0	£9 to £15 15s	4 10 0	5 10 0
Queen's <sup>2</sup> . . . . .	5 0	30	22 10	£7 10s. to £21	7 0 0	5 0 0
St. John's . . . . .	4 0	30	22 1	£8 8s. to £16 16s.	5 5 0	3 6 0
Trinity . . . . .	5 0	30	21 0	£12 to £16	6 7 0	6 15 0
University . . . . .	5 0	30	25 4	£6 6s. to £18 18s.	3 16 0	6 1 0
Wadham . . . . .	5 0	30	22 10	£9 to £16 10s	5 0 0	6 0 0
Worcester . . . . .	8 5	20	21 0	£9 9s. to £15	4 1 0	8 4 0
St. Edmund Hall <sup>3</sup> . . . . .	3 0	14	15 15	£8 to £12	3 1 0	6 3 0
Non-collegiate. <sup>4</sup>					1 9 0	4 9 0

## CHAPTER VIII

### OPPORTUNITIES

THE VALUE OF A RHODES SCHOLARSHIP—QUALIFICATIONS—  
CHOICE OF A COLLEGE—CHOICE OF WORK—ADVANTAGES

THERE are two questions which are of vital importance to every person who is considering a Rhodes Scholarship, whether Candidate, member of a Committee of Selection, or a chosen Scholar. What advantages does a Rhodes Scholarship offer? What opportunities does Oxford offer to a man who has won the Scholarship?

The ultimate answer to both depends upon the type of man who is chosen; while two very important factors are the spirit in which the Scholar accepts his appointment and the course which he chooses to follow at Oxford.

There can be found no better statement of the qualities which are desired in the typical Scholar than that which Rhodes himself suggested (see p. 18). In this outline, Rhodes, consciously or unconsciously, epitomized the qualifications of the best product (in theory at least) of the Oxford life and system. Naturally, the better the adaptive possibilities of the material, the better the chance of turning out a finished product of the desired quality.

A few words may serve to emphasize the comprehensiveness of these qualifications. Rhodes's first requirement was that regard should be paid to 'literary and scholastic attainments'. However, to this qualification he gives, in his scheme of units, but three points in ten. He desired neither 'bookworms' nor 'grinds'; but men with the broad interests of the student, which lie not alone in intense study of books, but in a wide humanity and true culture. Rhodes preferred men who, with fixed habits of work and high scholastic ambitions, at the same

time are alive to the importance of guarding 'lest our culture separate us from humanity'; he believed that education consists in giving as well as getting, and that the danger of too high scholastic aims lies in drawing the scholar away from active participation in the political and social life of his fellow students. For this reason, while he insists upon a high standard of scholarship, he gives seven points in ten to qualifications other than scholastic.

'Fondness for, and success in, manly outdoor sports' ought not to allow of much misinterpretation. Yet Rhodes Scholars were once advertised as 'all athletes', and there has been disappointment in some quarters because they are not 'all athletes'. There are degrees of athleticism. One may be athletic without being an athlete. And it has happened that one may be a Rhodes Scholar without being particularly athletic. However, 'fondness for manly outdoor sports' is above all a characteristic of Oxford men, 'Exercise' is a part of Oxford life. The athlete has great advantages in the Oxford system. The man who comes to Oxford without athletic propensities and without a hearty interest in sports is apt not only to have a dull time of it, but to find himself in an 'unhealthy, enervating atmosphere'. It is not necessary that one be a 'record' man or a 'star', but the athletic qualification should be given its proper significance.

The third qualification resolves itself into honest manhood and good-fellowship, and is closely linked with the fourth, which insists upon moral force of character and the qualities of leadership. These requirements do not mean that one shall play the 'lion in society' any more than that he shall attempt to dominate in the activities of his College. They mean that he shall possess the moral and social qualifications, the personality that will make him fit into the Oxford system; it means that he shall be a straightforward, enthusiastic, 'social animal'; that he shall enjoy, and find interests in, and improve by, comradeship and mutual friendships. If an Oxford student neglect the 'social side' he will have lost some of the best opportunities which Oxford life affords.

Rhodes on one occasion defined a University education as the 'education of rubbing shoulders with every kind of individual and class on absolutely equal terms'; and it was this education of which he wished the Rhodes Scholars to partake.

Moral force of character is a qualification which cannot be too much insisted upon. Cut off from home ties and home influences for three years, with six months of each spent in travel and among strangers, with the opportunity and at the same time the necessity to decide nearly all questions which arise without check and with little counsel, moral force and will power are not only invaluable, but indispensable assets. The question of age has here an important bearing. No definite age can be set as absolutely the best, but the general experience so far would seem to point to a desirability that the men be mature. By that we mean that a man should have arrived at a point where his experience, his knowledge of himself and of men, and his knowledge both of books and of business, render him capable of forming quick, accurate, and independent judgements, of choosing his work, of initiating and pursuing his own plans, of working without a task-master and independent of mere textbooks; of carrying his plans to fulfilment, and of accomplishing his work in spite of a multitude of distractions and side interests which will make constant bids for his attention.

There is, however, danger in choosing too mature a man. He may be so advanced in his studies or so old in his habits as to find Oxford unprofitable or un congenial. He may be so deeply interested in his definite line of work, or 'take himself so seriously', as not to 'mix' well. He may be so set in his ways as to be unadaptable to Oxford ways. There is such a thing as too much self-reliance. The Rhodes Scholar should have 'independence of character' and should have 'principles', but he should not assert an aggressive individuality. He should be able and ready to get into sympathy with English life and English ideals; he should remember 'when in Rome to do as the Romans', in so far as the customs of the Romans do not conflict with his principles and ideals; he should 'catch on', be able if necessary to re-

arrange his wardrobe and his vocabulary, and to readjust his political and social vision. All this a man may do without losing one particle of his own local or national patriotism.

Rhodes's favourite maxim was 'do the comparative'. That would perhaps be his first injunction to Rhodes Scholars. He asked for *men*—the greater their ability the better; he did not demand the superlative: but he did object to less than the 'comparative' *in any respect*.

### Choice of a College.

It must be plainly evident from what has preceded on the subject of Oxford, that the choice of a College is a matter of very considerable importance. Although in some ways not of so much consequence to students from abroad as to Englishmen, yet in others it is even more desirable that the foreign student be satisfied with his College environment. An English student, no matter what his College, will probably have a number of friends and old 'school-fellows' in other Colleges. A student from abroad, an American for instance, will be more limited to chance acquaintances among the students outside his own College. Moreover, to the Rhodes Scholar Oxford becomes in a sense 'home' during his three years. And when all points are considered, one's impressions of Oxford and of Oxford men—and to that extent of England and Englishmen—are bound to be influenced predominantly by the character of his immediate surroundings.

Englishmen are influenced in their choice of a College by several motives: family associations, 'school' traditions, scholastic reputation, social character, athletic fame. Some men go where their fathers went; others where their school-fellows go; others to Colleges which are 'high' on the river; others to 'football' Colleges; others where 'Honour men' are sought; others where they happen to obtain or expect to obtain 'scholarships' or 'exhibitions'; and still others—where they can.

The Rhodes Scholars will not ordinarily be so directly affected by these considerations, but will be no less inclined to look to the traditions and history of the

College and the character and personnel of its past and present student body and the ideals which the College represents. The names on the tutorial list will be of decided interest, especially to the man who contemplates advanced work: but this consideration should weigh even more with the student who is going to do undergraduate work for the reason that in the former case the man who is doing research work will very possibly work under a 'Tutor' outside his College, while nearly always those doing undergraduate work are under Tutors of the College to which they belong.

Under the present arrangement a Rhodes Scholar, when appointed, is to send to Mr. Wylie, along with his credentials (see p. 42), a list containing the names of several (five or six) Colleges in the order of his choice. One has no assurance that he will be admitted to the College of his first choice, as the methods of selection and the limits of accommodation of individual Colleges, as well as the provision of the Rhodes Trust that the scholars shall be distributed among the Colleges, prevent the entrance of large numbers at any one time into any one College.

Thus it is important that one be careful not only in making his first, but in making his second, his third, and even his fourth choice. One should carefully consult what sources of information he can, and be as familiar as possible with the characters of the Colleges which he names in his list.<sup>1</sup>

Expense, for instance, may be considered by some. There is some difference between the cost of living at various Colleges. Yet one should not let a difference of a few pounds outweigh other considerations which, were that eliminated, would attract him to other Colleges. The advantages which one thinks he may obtain from congenial surroundings—the influence of certain traditions, the presence of certain Tutors—the atmosphere which is

<sup>1</sup> It should be remembered, too, that although 'migration' is possible the exercise of this right of transfer among undergraduates is very rare, and is almost as serious a step in Oxford as resignation and transfer of Fraternity membership would be in an American University.

best adapted to one's disposition and to his work; these should be the considerations which determine a choice.

It may be of interest to future applicants, in this connexion, to know that a thick volume of eulogistic letters of recommendation, &c., is not so highly prized in Oxford as it may seem to be in certain other places. The facts—all of them—are wanted, in a plain, matter-of-fact, concise form. But pages of glowing praise are likely to cause first amazement, then amusement, then suspicion, and sometimes rejection in certain Senior Common-rooms in Oxford.<sup>1</sup>

It has been often asked: how may one know whether Standing, he is going to obtain 'Senior or Junior standing or neither'? A positive answer is difficult. However, any one may at once learn from his own University whether it is affiliated with Oxford or not, and whether his local standing will entitle him to Oxford Senior standing.<sup>2</sup>

If not, he may still entertain hopes for senior Standing in case he has obtained 'honours' (e.g. *Phi Beta Kappa*, or *summa cum laude*) with his degree. The student who cannot qualify for Senior standing may reasonably expect to obtain Junior standing if he has a degree and can show a satisfactory record in a satisfactory course.<sup>3</sup>

### Choice of Work.

To make the most of his opportunities it is essential that the Rhodes Scholar shall as early as possible choose the course of study which he wishes to pursue at Oxford.

<sup>1</sup> It is impossible and would be impracticable to attempt here to describe, or to discriminate between, the Colleges. For description see Wells, *Oxford and its Colleges*; Baedeker, *Great Britain*, Oxford, *Handbook*. For other relative information see pp. 169, 170.

<sup>2</sup> See list of Affiliated and Privileged Universities in the Appendix, p. 168.

<sup>3</sup> The decision, of course, in all cases except those determined by Statute, lies with the Committee before which cases are presented in Oxford. Students who expect to apply for advanced standing should be ready to present catalogues of their Universities, a detailed statement of the work they have done, certificates of degrees, honours, &c. The value of Senior standing is that it exempts from 'Moderations', of both Senior and Junior standing that they allow one to take his Final Examinations four Terms earlier than otherwise. Unless some of these advantages are desired there is no practical use in obtaining advanced standing.



Owing to the difficulty of adjusting himself to the Oxford method and system, one is likely, unless he studies the matter out carefully, to lose much valuable time. As soon as appointed the Rhodes Scholar should inform himself as quickly and as thoroughly as possible, from what sources may be available, and further, if necessary, by correspondence, as to the opportunities and facilities and the requirements for work in the subject in which he is interested. It should be borne in mind that Oxford does not draw a sharp line between 'undergraduate' and 'graduate' study; that reading for the B.A. degree in an Oxford Honour School is to a large extent 'specializing', and that the work need by no means be a repetition of what one has done elsewhere in getting his B.A.; that the tutorial system calls for a large amount of private reading with elastic limitations, with much work during Vacations; and that this system will require in most cases a radical readjustment of habits and methods of work.

A brief restatement of courses and combinations of courses which are most readily open to Rhodes Scholars may simplify this problem to some extent. Every Rhodes Scholar has before him the choice<sup>1</sup> (1) of reading for a B.A. in one of the nine Honour Schools; (2) of doing 'special study' for which a Diploma is granted; (3) of doing research work for the Bachelor's degree in Letters or Science; or (4) of taking the course for the degree of Bachelor of Civil Law. In some cases two of these courses may be combined.

The fact that more than half of the Rhodes Scholars now in residence, after having taken their B.A.'s in American or Colonial Universities, are reading in the Honour Schools, is evidence sufficient to show that they are able to find courses leading to the B.A. in Oxford which are considerably more than mere repetitions or reviews of their former courses. The Classical, the History, and the Law courses have proved especially available.

<sup>1</sup> This is not an official limitation, nor does it exhaust the possibilities.

Most Rhodes Scholars, in case they do not receive Senior standing (which permits them to read directly for their Final Schools), find it advisable to take *Pass Moderations* or the Preliminary Examination in Jurisprudence ('Law Prelim.,' see p. 79) rather than Honour Moderations so as to begin reading for Final Schools as soon as possible.

Most Rhodes Scholars will require their full three years for doing an Honour School, unless beginning with Senior standing or giving up several Vacations to hard study. Students with Senior standing, or, in some cases, with Junior standing, will be able to finish their work for the B.A. at the end of the second year, leaving the third free for special study (e. g. for a Diploma, or for a B.Sc. or B.Litt. or B.C.L.). However, where a man wishes to take his Honour examinations at the end of his second year, he must, unless he be already well up in his subject, be ready at once for hard and consistent work.

It may be found very practicable and profitable to combine studies leading to a Diploma with a course of reading for the B.A.

For the advantageous pursuit of research work for the degrees B.Sc. or B.Litt., it is necessary that the student fix upon some clearly defined and limited subject for original work, and it will be a great advantage for him to have already become acquainted with research methods in his home University. The research student at Oxford is thrown largely upon his own resources as to method. The guidance and advice of Professors and Tutors who are specialists will be of great value; but this is in most cases limited to a few hours per Term of private audience. If the student is well up in his subject he may generally complete the work for a B.Litt. or a B.Sc. degree in two years. Or, if he has done special work in preparing for an Honour School during his first two years, he may be able to obtain a B.Litt. or B.Sc. at the end of his third year.

The work for the advanced degree of Bachelor of Civil B.C.L. Law covers a much wider range of studies than is required at most American Law Schools; but it is not so practical. Special attention is paid to the study of Roman Law, a fair knowledge of Latin being required. The course of

study includes the general field of English Law, Jurisprudence, and International Law. The work in English Law will prove a valuable foundation for those intending to practise in American Courts. Most of the work for the degree must, however, be done in private. There are lectures, to be sure, and there is the weekly conference for an hour or two with the Tutor, during the eight weeks of Term. It is very advisable, therefore, that Rhodes Scholars who have had only a general course in Law or who have had no legal training whatever before coming to Oxford, should read for the Bachelor's degree in the Honour School of Jurisprudence, and not to attempt to enter upon the more advanced work for the B.C.L. immediately. Practically all the work done for the B.A. degree in Jurisprudence will be of value in reading for the B.C.L. degree, which may possibly be taken during the third year by the more ambitious students. Such a course of study, however, will leave the Rhodes Scholar with little or no time for travel during his Vacations. It will mean close, persistent, hard work throughout the entire three years, during Term-time and during most of the Vacations.

Attention ought to be called to the opportunities offered in Science and Medicine at Oxford, which seem to be generally underrated. The laboratory facilities are in most cases adequate and the staff of instruction very large and efficient.<sup>1</sup> The long residence requirement for the degree in Medicine makes it impossible for the Rhodes Scholar who intends to stay at Oxford for three years only to take this degree.

It is not necessary to repeat here what has been said about the value of an Oxford education from the broader point of view of the Oxford life sketched in a previous chapter. Add to the many opportunities for broad culture and social training the opportunity of meeting Rhodes Scholars from all parts of the British Empire, the United States, and Germany. The friendships formed will prove not the least of the many opportunities and the pleasant experiences of the three years at Oxford. The student, in

<sup>1</sup> See Appendix, p. 148 ff.

whatever sphere his interests lie, will find golden opportunities, not so much for getting the most out of life, but for putting the most into it, and enriching it, with wise experience, pleasant memories, and high ideals. 'The embryo doctor, lawyer, journalist, clergyman, politician, who aims at the highest can by the help of this bequest spend three additional years, unoppressed by anxious care, in laying broadly and firmly the intellectual basis on which his professional work is to be done.' For the benefit of those who are thinking of entering the public service of their country, the words of Mr. Harris, United States Commissioner of Education, may be quoted here:— 'We must educate hundreds of our scholars and politicians in studies of Jurisprudence and International Law; we must have a corps of trained specialists who know the minute details of each great nation's past history and present achievements—Great Britain, Germany, France, Russia, Austria, Italy, Spain, Holland, Belgium, and the Scandinavian countries. The Rhodes bequest is the most timely of gifts for higher education, because it gives opportunity to begin this education of that class of our population which will furnish our consulates, our home offices, and our embassies with attachés. Out of the most successful of these will come by and by our foreign ministers and our home experts in diplomacy.

'England is the best place in which to begin this work. The excellence of the University of Oxford is without doubt the training of the ready gentleman who cannot be pushed off his feet by an attack upon the weaknesses of his personality. His training at Oxford gives him that secure self-possession and self-respect which commands the respect of his fellows. Our American students need have no fear that they will lose their nationality at Oxford, for they will find the English ideal of a gentleman exactly fitted for Anglo-Saxons everywhere. The more perfectly they accept its training in this regard the more ready they will be for the great work of extending our American influence in the councils of the world.'

Stubbs said, in his inaugural address as Professor of History at Oxford, 'We want to train not merely students but citizens; and citizens of the great communities—the

Church and the civilized world: to be fitted not for criticism or for authority in matters of memory, but for action.' Oxford has long been the training-school for the great men of England, but she has of late years made it more and more her endeavour to conform to this ideal—that is, to train men for action. Whatever the defects of the system, it nevertheless remains true that the Oxford student is brought under the influence of the same scholastic training which the rulers of the British Empire have enjoyed; and he not only sees and feels the working of that machinery, but he is, as an undergraduate, intimately associated with the men who will within the next half-century lead in English life and thought.

Add to these opportunities and influences the advantages of travel in England and on the Continent during the half-year of Vacation, of becoming familiar with modern European languages, of studying political thought, the Press and public opinion, the institutions and customs and characteristics of the different countries, of getting a first-hand acquaintance with contemporary Europe (not to mention the advantages for the study of history and art), and of looking at American and Colonial affairs through European spectacles. The Japanese are sending students in great numbers from one country to another, students who observe and compare and test—and they are choosing and adopting the best which they find in each. Why should not other nations learn more from one another? Wider experience and wider knowledge mean broader and saner judgements, a truer perspective, a clearer vision, a juster and more sympathetic appreciation of the achievements, the methods, the objects, and the ideals of the contemporary nations, together with a better understanding of one's own country and a better equipment for and a higher ideal of the duties and possibilities of citizenship.

## APPENDICES

## APPENDIX I

LIST OF RHODES SCHOLARS<sup>1</sup>

## Elected 1903 (this group have 'gone down').

<i>Appointed from</i>	<i>Name of Scholar.</i>	<i>Pretious Education.</i>	<i>Age</i>	<i>College at Oxford.</i>	<i>Course at Oxford.</i>
<b>SOUTH AFRICA</b>					
Natal . . . .	A. L. de Charmoy	Cape Univ. (Intermed. Exam.)		Oriel . . . .	Jurisprud.*
Rhodesia . . . .	C. T. Blakeway	Cape Univ., B.A. . . . .		Oriel . . . .	Jurisprud. & B.C.L.
" . . . .	A. Bissett . . . .	St. George's School, Bulawayo		Wadham . . . .	
Diocesan College, Rondebosch . .	C. Brooke . . . .	Diocesan Coll., Rondebosch . .		Keele . . . .	'Groups.'
South African College . . . .	P. T. Lewis . . . .	South African Coll. . . . .		Balliol . . . .	Jurisprud.
St. Andrew's Coll., Grahamstown . .	C. Gardner . . . .	St. Andrew's Coll., Grahamstown		Trinity . . . .	Jurisprud
Victorian College, Stellenbosch . .	W. Macmillan . .	Victorian Coll., Stellenbosch . .		Merton . . . .	History
<b>GERMANY</b> . . . .					
	T. Erbe . . . .	Göttingen, Ph.D. . . . .		Merton . . . .	B. Litt.
	von Lindemei	Pforta Gynnasium . . . . .		Exeter . . . .	Law.
	von Muller . .	Pforta Gynnasium . . . . .		Oriel . . . .	Law.
	von Schweinitz	Wilhelmsgymnasium, Cassel . .		Balliol . . . .	Law.
	Count Hélié Talleyrand - Périgord . . . .	Berlin and Breslau . . . . .		Magdalen . . . .	Law.

## Elected 1904.

AUSTRALASIA							
New South Wales	W. A. Barton	Sydney Univ., B.A.	Magdalen	Jurisprud.			
Queensland	A. S. Roe	Sydney Univ.	Balliol	Nat. Sci. & Medicine.			
South Australia	N. W. Jolly	Adelaide Univ., B.Sc.	Balliol	Nat. Sci. * & Forestry.			
Victoria	J. C. V. Behan	Melbourne Univ., M.A., LL.B.	Hertford	Jurisprud. * & B.C.L.			
Western Australia	J. L. Walker	High School, Perth, W. Australia	Trinity	Jurisprud.			
Tasmania	L. N. Morrison	Univ. of Tasmania, B.A.	St. John's	Groups.			
New Zealand	J. A. Thompson	Univ. of New Zealand, B.Sc.	St. John's	Nat. Sci.			
BERMUDA	H. C. Cox	Bromsgrove School	Exeter	History.			
CANADA							
British Columbia	A. W. Donaldson	Vancouver Coll.	Hertford	Medicine.			
Manitoba	J. Maclean	Manitoba Univ., B.A.	Worcester	Lat. Hum.			
N. W. Territory	R. V. Bellamy	McMaster Univ., B.A.	Pembroke	Dipl. Econ. <sup>†</sup>			
Nova Scotia	G. Stairs	Dalhousie Univ., B.A.	New Coll.	History, * B.C.L.			
Ontario	E. R. Paterson	Toronto Univ., B.A.	Balliol	Lat. Hum.			
Prince Edward Island	W. E. Cameron	Laval Univ. (Quebec), B.A.	St. John's	Lat. Hum.			
New Brunswick	C. E. Martin	Univ. of New Brunswick, B.A.	Balliol	History.			
Quebec	H. J. Rose	McGill Univ., B.A.	Balliol	Lat. Hum.			
Quebec	J. Archibald	McGill Univ., B.A.	New Coll.	Lat. Hum. <sup>*</sup>			
JAMAICA	R. N. Murray	Jamaica Coll.	Worcester	Math			
NEWFOUNDLAND	Sydney Herbert	St. Bonaventure's Coll.	Hertford	Jurisprud.			

<sup>†</sup> See also chart on p. 29.

\* Degree or Diploma already obtained.



<i>Appointed from</i>	<i>Name of Scholar</i>	<i>Previous Education</i>	<i>Degree</i>	<i>College at Oxford</i>	<i>Course at Oxford</i>
SOUTH AFRICA Diocesan College, Rondebosch	N. E. Howe				
	Browne.	Diocesan Coll., Rondebosch		Oriel	Jurispud
	C. C. Jarvis	Victorian Coll., Stellenbosch		Wadham	Jurispud.
	W. W. Hoskin	St. Andrew's Coll., Grahamstown		Trinity	Jurispud.
	J. J. L. Sisson	Cape Univ., B.A.		Kehle	B.C.L.
Rhodesia	A. G. Helm	School for Sons of Missionaries, Blackheath		Worcester	Jurispud
UNITED STATES					
OF AMERICA					
Alabama	J. H. Kirkpatrick	Univ. of Alabama, A.B., A.M.		Queen's	History.
Arkansas	N. Carothers	Univ. of Arkansas, A.B.		Pembroke	Dipl. Econ.
California	W. Cuffenden	Univ. of California, A.B.		Trinity	Jurispud.
Colorado	S. K. Hornbeek	Univ. of Denver, A.B.		Ch. Ch.	History
Connecticut	P. Nixon	Wesleyan Univ. (Conn.), A.B.		Balliol	B Litt.
Delaware	G. W. Bush	Delaware Coll., A.B.		B.N.C.	Jurispud.
Georgia	R. P. Brooks	Univ. of Georgia, A.B.		B.N.C.	History
Idaho	L. Gipson	Univ. of Idaho, A.B.		Lincoln	History.
Illinois	G. E. Henry	Univ. of Chicago, Ph.B.		Worcester	B.C.L.
Indiana	R. E. Hamilton	Earlham Coll.		Pembroke	History.
Iowa	J. G. Walliser	Iowa Coll., A.B.		Oriel	Eng. Lat
Kansas	E. W. Murray	Univ. of Kansas, A.B.		St. John's	B Litt.
Kentucky	Clarke Tandy	Kentucky State Coll., A.B.		Exeter	History.
Louisiana	A. K. Read	Louisiana State Univ., A.B.		Ch. Ch.	B Litt.
Maine	D. R. Porter	Bowdoin		Trinity	History.
Maryland	P. Kieffer	Franklin and Marshall Coll., A.B.		Oriel	B.C.L.
Massachusetts	F. Fobes	Harvard, A.B.		Balliol	B Litt.

Michigan . . .	W. L. Sperry .	Olivet Coll (Mich.), A.B	Queen's	Theology.
Minnesota . .	B. B. Wallace .	Macalaster Coll., A.B	Pembroke .	History.
Missouri . . .	R. E. Blodgett .	Univ. of Missouri .	Wadham .	B.A.
Montana . . .	G. E. Barnes .	Univ. of Montana, A.B.	Ch. Ch. .	Theology
Nebraska . . .	R. H. Coon .	Grand Island Coll (Nebr.), A.B	Lucan .	Lat. Hum.
New Hampshire .	J. A. Brown .	Dartmouth, A.B, A.M.	New Coll. .	B.Sc. <sup>4</sup>
New Jersey . .	B. Price .	Princeton, A.B. . .	Wadham .	Jurisprud.
New York . . .	W. E. Schutt .	Cornell . . . . .	B. N. C. .	Jurisprud.
North Carolina .	J. H. Winston .	Univ. of North Carolina, A.B	Ch. Ch. .	Jurisprud.
North Dakota .	H. A. Hinds .	Univ. of North Dakota .	Queen's .	Nat. Sci.
Ohio . . . . .	G. C. Vincent .	Westminster Coll., A.B	Queen's	Lat. Hum.
Oklahoma . . .	W. L. Kendall .	Univ. of Oklahoma, A.B	B. N. C. .	B.C.L.
Oregon . . . .	H. E. Den-smote.	Univ. of Oregon, A.B. .	University .	B.Litt
Pennsylvania . .	T. E. Robins .	Pennsylvania, A.B. .	Ch. Ch. .	History.
Rhode Island .	R. H. Bevan .	Brown, A.B. . . . .	Worcester	B.C.L.
South Carolina .	W. H. Vetterl .	Univ. of South Carolina, A.B, A.M	Ch. Ch. .	B.Litt.
South Dakota .	P. M. Young .	Univ. of South Dakota, A.B	Oriel .	Jurisprud.
Tennessee . . .	J. Tigert .	Vanderbilt, A.B. .	Pembroke .	Jurisprud.
Texas . . . . .	S. R. Ashby .	Univ. of Texas, A.B.	Merton .	Eng. Lit.
Utah . . . . .	E. Jacobson .	Univ. of Utah, A.B.	Exeter .	Mod. Langs.
Vermont . . . .	J. C. Sherburne .	Univ. of Vermont, A.B	Wadham .	Jurisprud.
Virginia . . . .	W. A. Fleet .	Univ. of Virginia, A.B, A.M	Magdalen .	Lat. Hum
Washington . . .	J. N. Johnson .	Univ. of Washington, A.B.	Exeter .	B.Litt.
West Virginia .	C. F. Tucker			
	Brooke . . .	Univ. of W. Virginia, A.B, A.M.	St. John's .	Eng. Lit., B.Litt.
Wisconsin . . .	R. F. Scholz .	Univ. of Wisconsin, A.B, A.M	Worcester .	B.Litt.
Wyoming . . . .	H. G. Merriam .	Univ. of Wyoming, A.B. . .	Lincoln .	Eng. Lit.

Degree or Diploma already obtained.

† Deceased.

<i>Appointed from</i>	<i>Name of Scholar</i>	<i>Previous Education.</i>	<i>Degree.</i>	<i>College at Oxford.</i>	<i>Course at Oxford</i>
GERMANY . . . (gone down)	W. von Mohl . . .	Pforta Gymnasium . . . . .		New Coll. . . .	Law and Lion.
	C Brinckman . . .	Freiburg and Göttingen . . . .		Queen's . . . .	B.Litt.
	W. von Helldorf . .	Jena Gymnasium . . . . .		University . . . .	Law and Econ.
	W. Goebel . . . .	Bonn and Freiburg . . . . .		St. John's . . . .	Dipl. Econ. <sup>s</sup>
	W. Drechsler . . .	Berlin, Ph.D. . . . .		Worcester . . . .	B.Litt.
<b>Elected 1905.</b>					
AUSTRALASIA New South Wales New Zealand . . . Queensland . . . South Australia . . Tasmania . . . . Victoria . . . . . West Australia . .	P. H. Rogers . . .	Sydney, B.A. . . . .		Worcester	B.C.L.
	P. W. Robertson . .	New Zealand Univ., M.A. . . .		Trinity . . . .	Nat. Sci.
	N. Leslie . . . .	Bushbuck Grammar School . . .		Balliol . . . .	Lat. Hum.
	R. L. Robinson . .	Adelaide Univ., B.Sc. . . . .		Magdalen . . . .	Nat. Sci. & Forestry
	J. Orr . . . . .	Hobart Univ. . . . .		Balliol . . . .	Hon. Mods.
	H. Sutton . . . .	Melbourne Univ., M.D., Ch.B. .		New Coll. . . .	B.Sc.
	P. H. Harper . . .	Guildford Grammar School . . .		Oriel . . . . .	Nat. Sci.
	A. J. Motyer . . .	Mt. Allison Univ. (New Brun- swick), B.A. . . . .		Ch. Ch. . . .	Nat. Sci.
	I. Rubnowitz . . .	McGill, B.A. . . . .		Queen's . . . .	B.C.L.
	W. J. Rose . . . .	Manitoba Univ., B.A. . . . .		Magdalen . . . .	Lat. Hum.
CANADA British Columbia . Manitoba . . . . New Brunswick . . Nova Scotia . . . Ontario . . . . .	F. P. Day . . . .	Mt. Allison Univ., B.A. . . . .		Ch. Ch. . . .	Eng. Lat
	R. E. Bates . . . .	Acadia Univ., B.A., and Harvard, B.A. . . . .		Merton . . . .	Eng. Lat.
	J. M. Macdonnell . .	Queen's Univ. (Kingston), M.A. .		Balliol . . . .	Lat. Hum.

Prince Edward Is- land . . . .	Dalhousie Univ., B.A. . . . .	University . . . .	Lat. Hum. Jurisprud.
Quebec . . . .	McGill, B.A. . . . .	B. N. C. . . .	
JAMAICA . . . .	Exeter School (Eng.) . . . .	Ch. Ch. . . .	Mathematics
NEWFOUNDLAND	Methodist Coll. (St. John's) . . . .	St. John's . . . .	Nat. Sci.
SOUTH AFRICA			
Natal . . . .	St. Charles' Coll., Pietermaritzburg	Hertford . . . .	Jurisprud.
Rhodesia . (1)	Marlborough Coll. (Eng.) . . . .	University . . . .	History.
Rhodesia . (2)	St. George's School (Bulawayo)	Pembroke . . . .	Nat. Sci.
Diocesan College, Rondebosch . .	Diocesan Coll., Rondebosch . . . .	Exeter . . . .	Nat. Sci.
St. Andrew's Coll., Grahamstown .	St. Andrew's Coll., Grahamstown	Trinity . . . .	Nat. Sci.
S. African College	S. African Coll. . . . .	New Coll. . . .	Jurisprud
Victorian College, Stellenbosch . .	Victoria Coll., Stellenbosch . . . .	Pembroke . . . .	Nat. Sci.
UNITED STATES OF AMERICA			
California . . .	Leland Stanford, A.B. . . . .	Wadham . . . .	Theology
Colorado . . .	Univ. of Colorado, A.B. . . . .	Merton . . . .	Jurisprud.
Connecticut . .	Yale, A.B. . . . .	Balliol . . . .	Eng. Lat
Delaware . . .	Dickenson (Penn.), A.B. . . . .	Exeter . . . .	B.C. L.
Florida . . . .	Florida State Coll., A.B. . . . .	Pembroke . . . .	Lat. Hum.
Georgia . . . .	Emory Coll., A.B. . . . .	Exeter . . . .	Eng. Lit
Idaho . . . . .	Univ. of Idaho, A.B. . . . .	B. N. C. . . .	Eng. Lit.

| Gone down.

\* Degree or Diploma already obtained.

<i>Appointed from</i>	<i>Name of Scholar.</i>	<i>Previous Education.</i>	<i>College at Oxford.</i>	<i>Course at Oxford</i>
<b>UNITED STATES (continued).</b>				
Illinois . . .	N. E. Ensign .	McKendree Coll., A.B. . .	St. Edmund Hall	Math
Indiana . . .	F. Aydelotte .	Indiana Univ., A.B., Harvard, A.M. . . . .	B. N. C. .	Eng. Lit
Iowa . . .	J. van der Zee .	Univ. of Iowa, A.B. . . .	Merton . . .	History
Kansas . . .	F. M. Mohler .	Washington Coll., A.B. . .	St. John's . .	Theology.
Kentucky . .	W. H. Branham .	Georgetown Coll., A.B. . .	Queen's . . .	Mod Lang
Louisiana . .	R. C. Many .	Tulane Univ., A.B. . . .	Queen's . . .	Lat Hum
Maine . . .	H. W. Soutle .	Colby Coll., A.B. . . .	Worcester . .	Jurispud.
Maryland . .	E. M. Armstrong	Princeton, B.A. . . . .	Oriel . . . .	Medicine.
Massachusetts .	R. K. Hack .	William's Coll., Mass., A.B. .	Oriel . . . .	B Lat.
Michigan . . .	R. C. Platt .	Albion Coll., Mich., A.B. .	Hertford . .	Eng. Lat.
Minnesota . .	H. S. Mitchell .	Univ. of Minnesota, A.B. . .	New . . . .	B C L
Mississippi . .	E. J. Ford .	Univ. of Mississippi . . .	Ch. Ch . . .	Jurispud.
Missouri . . .	S. E. Eliot .	Washington Univ., A.B. . .	Hertford . .	Theology
Nebraska . . .	A. H. Marsh .	Univ. of Nebraska, A.B. . .	Keble . . . .	Theology.
New Hampshire .	W. W. Thayer .	Harvard, A.B. . . . .	Magdalen . .	History
New Jersey . .	P. L. Alexander .	Westminster Coll., A.B., Princeton, B.A. . . . .	Queen's . . .	Lat Hum.
New Mexico . .	T. S. Bell . . .	Univ. of New Mexico, A.B. .	Lincoln . . .	B.C.L.
New York . . .	H. C. Willard .	Hobart Coll., A.B., Cornell, A.M.	University . .	History.
North Carolina .	H. Trantham .	Wake Forest Coll., A.B., A.M.	Ch. Ch. . . .	Lat. Hum.
Ohio . . . . .	C. R. Alburn .	Western Reserve, A.B. . . .	St. John's . .	B.C.L.
Oklahoma . . .	C. D. Mahaffie .	Kingfisher Col (Oklahoma), A.B.	St John's . .	B C L
Pennsylvania . .	J. N. Schaeffer .	Franklin and Marshal Coll, A.B.	Oriel . . . .	B Lat.
Rhode Island . .	L. W. Cronkhite .	Brown, A.B. . . . .	Worcester . .	B.Sc
South Carolina .	E. S. Towles .	Charleston Coll., B.A., M.A. .	Magdalen . .	Lat. Hum.
Tennessee . . .	B. E. Schmidt .	Univ. of Tennessee, A.B. . .	Merton . . .	History.
Texas . . . . .	H. P. Stegoyt .	Univ. of Texas, A.B. . . . .	Balliol . . .	Jurispud.

Vermont . . .	H. H. Holt . . .	Middlebury Coll (Ver), A.B	Exeter . . .	History.
Virginia . . .	B. D. Tucker . .	Univ of Virginia, A.B . .	Ch. Ch. . .	Theology.
Washington . .	L. J. Rail-back . .	Univ. of Washington . .	Lincoln . .	Lit. Hum.
West Virginia .	E. R. Lloyd . . .	Ohio Wesleyan Univ, A.B .	Wadham . .	Lit. Hum.
Wisconsin . . .	A. E. Rollins . . .	Lawrence Univ., A.B. . . .	Worcester. . .	Lit. Hum.
GERMANY . . .	H. von Frantzus .	Munich, Leipsic, Konigsberg .	Ch. Ch. . .	Dipl. Econ
	W. Haberland . .	Heidelberg . . . . .	Lincoln . .	History and Law.
	E. von der Lube .	Munich . . . . .	Hertford . .	Dipl. Econ.
	L. von Kriesgk . .	Rosslaben . . . . .	Oriel . . . .	Dipl. Econ.
	K. Roediger . . .	Gottgen . . . . .	Trinity . . .	Dipl. Econ
<b>Elected 1906.</b>				
AUSTRALASIA .				
N. S. Wales . .	M. L. MacCallum .	Sydney Univ., B.A. . . . .	Balliol . . .	Jurisprud.
New Zealand . .	P. A. Farquharson .	Otago Univ., M.Sc. . . . .	St. John's . .	Nat. Sci.
Queensland . .	H. L. Harvey . . .	Boys' Grammar School, Marlborough . . . . .	Oriel . . . .	Jurisprud.
South Australia .	W. R. Reynell . . .	Adelaide Univ. . . . .	Balliol . . .	Nat. Sci
Tasmania . . .	T. Dunbabin . . .	Univ of Tasmania, B.A . .	C. C. C. . . .	Lit. Hum.
Victoria . . . .	J. A. Seitz . . . .	Melbourne Univ., B.Sc. . .	Milton . . . .	Math.
West Australia .	A. J. uett . . . . .	Christian Brothers' Coll., Perth .	B. N. C. . . .	Nat. Sci.
BERMUDA . . .	E. Fardley-Smith .	International Coll. (Hampstead) .	Worcester . .	Lit. Hum.
CANADA . . . .				
British Columbia	H. E. Bray . . . .	Toronto Univ., B.A . . . . .	B. N. C. . . .	History
Manitoba . . . .	S. E. Beech . . . .	Manitoba Univ., B.A. . . . .	Queen's . . .	Nat. Sci.
New Brunswick .	R. St. J. Preece . .	New Brunswick Univ., B.A . .	Oriel . . . .	B.C.L.

† Gone down.

<i>Appointed from</i>	<i>Name of Scholar,</i>	<i>Previous Education.</i>	<i>Degree</i>	<i>College at Oxford.</i>	<i>Subjects at Oxford</i>
CANADA (continued).					
Nova Scotia . . .	A. Moxon . . .	Dalhousie Univ., B.A. . . . .		New. . . . .	Jurisprudence
North W. Territory . . .	A. M. Bothwell	Queen's Univ (Kingston), M.A. .		Trinity. . . . .	History.
Ontario . . . . .	R. C. Reade . .	Toronto Univ., B.A. . . . .		New. . . . .	Lit. Hum.
Prince Edward Island . . . . .	A. G. Cameron .	Queen's Univ. (Kingston), B.A. .		Balliol . . . . .	Medicine.
Quebec . . . . .	A. R. Macleod .	McGill, B.A. . . . .		Balliol . . . . .	Hon. Mod.
JAMAICA . . . . .	H. E. Wortley .	Jamaica Coll. . . . .		Exeter . . . . .	Theology
NEWFOUNDLAND	J. J. Penny . .	St. Bonaventur's Coll. . . . .		Heitford . . . .	Lit. Hum
SOUTH AFRICA					
Natal . . . . .	T. B. Horwood .	Martizburg Coll. . . . .		Ch. Ch. . . . .	Lit. Hum.
S. African College	V. A. Lewis . .	Cape Univ., B.A. . . . .		New. . . . .	Jurisprudence
St. Andrew's Coll., Grahamstown .	R. H. Williamson	St. Andrew's Coll., (Grahamstown)		Trinity. . . . .	Jurisprudence
Victoria College, Stellenbosch . .	J. V. Brink . .	Cape Univ., B.A. . . . .		University . . .	Jurisprudence.
Rondebosch . . .	W. I. Perrott. .	Rondebosch . . . . .		Worcester. . . .	Nat. Sci.
GERMANY . . . .					
	G. von Diergardt	Munich . . . . .		Ch. Ch. . . . .	Dipl. Econ.
	P. von W. von Sell	Munich . . . . .		New . . . . .	Dipl. Econ.
	H. von Veltheim	Kreutzgasse Gymnasium, Cologne		St. John's. . . .	Dipl. Econ.
	K. von Holtzbrinck . . . .	Pfaffata Gymnasium . . . . .		Balliol . . . . .	Law.
	E. Stadler. . . .	Strassburg, Ph.D. . . . .		Magdalen . . . .	Eng. Lit.

In PARKIN'S Report of November, 1906,\* showed Distribution among the colleges (of Scholars then in residence).—

Balliol . . . . .	17	Hertford . . . . .	8
Christ Church . . . . .	13	Pembroke . . . . .	8
Worcester . . . . .	13	Magdalen . . . . .	7
Oriel . . . . .	11	Lincoln . . . . .	6
St. John's . . . . .	11	Merton . . . . .	6
New College. . . . .	10	Wadham . . . . .	6
Brasenose . . . . .	9	University . . . . .	5
Exeter . . . . .	9	Keble . . . . .	2
Queen's . . . . .	9	Corpus Christi . . . . .	1
Trinity . . . . .	9	St. Edmund Hall . . . . .	1

One each from Balliol, Hertford, and Pembroke have since gone down.

Distribution according to course, &c. Those who are reading in the Honour Schools for the B.A. degree are as follows:—

Literae Humaniores . . . . .	23
Modern History) . . . . .	18
Jurisprudence . . . . .	27
Natural Science (Geology, Chemistry, Physiology, and Physics) . . . . .	16
English Literature . . . . .	12
Theology . . . . .	8
Mathematics . . . . .	4
Modern Languages . . . . .	2
Reading for a Pass Degree . . . . .	1

In courses more specialized or advanced than those for the B.A. degree there are reading —

For the B.C.L. degree . . . . .	14
„ „ B.Sc. „ . . . . .	3
„ „ B.Litt. „ . . . . .	9
„ Medicine . . . . .	4
„ Diploma in Economics . . . . .	8
Forestry . . . . .	2

For further Statistics concerning Rhodes Scholars, see Chap. iii and Chart, p. 29.

\* Note.—(Issued as a Bulletin for general information.)



## APPENDIX II

## LIST OF COMMITTEES OF SELECTION

## AUSTRALASIA.

**New South Wales.**

His Excellency the Governor of New South Wales (in his private capacity), Chairman.

The Chief Justice of New South Wales.

The Chancellor of the University of Sydney.

The Vice-Chancellor of the University of Sydney.

The Chairman of the Professorial Board of the University of Sydney.

**New Zealand.**

The Governor of the Colony (in his private capacity)

The Chief Justice of the Colony

The Chancellor of the University of New Zealand.

Four persons severally *appointed from year to year by the Professorial Board* of the four Institutions affiliated to the University of New Zealand.

NOTE. -The Chief Justice at the present time, Sir Robert Stout, is also Chancellor of the University. It has been agreed that while he holds the two offices his place on the Committee of Selection as Chief Justice shall be filled by the next senior Judge of the Supreme Court.

**Queensland.**

His Excellency the Governor (in his private capacity), Chairman.

The Chief Justice of Queensland.

Four other members selected by the Head Masters of Secondary Schools recognized as such by the Department of Public Instruction.

**South Australia.**

The Governor of the State in his private capacity (Chairman).

The Chief Justice of South Australia.

Four other persons to be *appointed annually by the Council of the University of Adelaide*, of whom not more than three shall be Professors of that University.

**Tasmania.**

His Excellency the Governor in his private capacity (Chairman).

The Chief Justice of Tasmania.

One Professor of the University of Tasmania, to be elected by the University Council.

Two members to be elected by the members of the University Senate.

Two members to be elected by the Head Masters of the Secondary Schools in Tasmania.

**Victoria.**

His Excellency the Governor in his private capacity (Chairman).

The Chief Justice of Victoria.

The President of the Professorial Board of the University of Melbourne.

The Director of Education for the State of Victoria.

A member of the teaching staff of the University, to be nominated by the University Council.

**West Australia.**

His Excellency the Governor in his private capacity (Chairman).

The Chief Justice of West Australia.

The Inspector-General of Schools.

**BERMUDA.**

His Excellency the Governor (Chairman).

The Honourable the Chief Justice.

The Hon. the Colonial Secretary for the time being.

## CANADA.

In the Provinces of Ontario, Quebec, Nova Scotia, and New Brunswick, it has been determined that nominations to the Scholarships shall be made by the Chartered Universities and Colleges of these Provinces in the following order:—

Ontario.	Quebec.
1906. Toronto University.	McGill University.
1907. Queen's University.	Laval University.
1908. Toronto University.	McGill University.
1909. McMaster University.	Laval University.
1910. Toronto University.	Lennoxville University.
1911. Ottawa University.	McGill University.
1912. Queen's University.	Laval University.
New Brunswick.	Nova Scotia.
1906. University of New Brunswick.	Dalhousie University.
1907. Mount Alison University.	Acadia University.
1908. University of St. Joseph's College.	Dalhousie University.
1909. University of New Brunswick.	King's College University.
1910. Mount Alison University.	Dalhousie University.
1911. University of New Brunswick.	St. Francis College.
1912. Mount Alison University.	Acadia University.

Where Universities make appointments the final decision shall be made through a Committee of Selection consisting of the President or Principal and four members elected by the Faculty of the University.

To provide for the representation of affiliated Colleges the Committee of Selection in Toronto University shall consist of the *President and six members elected by the Faculty of the University.*

## LIST OF COMMITTEES OF SELECTION 131

In the other Provinces the selection of scholars will be made by the following Committees:—

### **Alberta and Saskatchewan (one Scholarship).**

His Honour the Lieutenant-Governor of Saskatchewan (Chairman).

His Honour the Lieutenant-Governor of Alberta.

The Honourable the Chief Justice of Saskatchewan.

The Deputy-Commissioner of Education of Saskatchewan.

The Deputy-Commissioner of Education of Alberta.

### **British Columbia.**

The Honourable the Chief Justice of the Supreme Court (Chairman).

The Chief Superintendent of Education.

*Three other members to be named annually under the authority of the Trustees.*

For 1906 the three following gentlemen have been named:—

The Honourable Justice Duff.

David Wilson, Esq., M.A., Inspector of Schools.

H. M. Stramberg, Esq., M.A., Principal of the High School, New Westminster.

### **Manitoba.**

*A Committee of five members to be appointed annually by the University of Manitoba.*

The Committee for 1906 has been named as follows:—

The Honourable Chief Justice Dubuc, Vice-Chancellor (Chairman).

The Honourable Mr. Justice Richards.

H. H. Chown, B.A., M.D.

Mr. Justice Myers.

G. J. Laird, Ph.D. (Secretary).

### **Prince Edward Island.**

His Honour the Lieutenant-Governor (Chairman).

The Honourable the Chief Justice of the Supreme Court.

The Chief Superintendent of Education.

A member selected by the Staff of the Prince of Wales's College.

A member selected by the Staff of St. Dunstan's College.

**JAMAICA.**

His Excellency the Governor or Officer administering the Government (Chairman).

The Honourable the Chief Justice.

The Superintending Inspector of Schools.

The Chairman of the Jamaica School Commission.

Dr. G. C. Henderson.

**NEWFOUNDLAND.**

His Excellency the Governor in his private capacity (Chairman).

The Honourable the Chief Justice.

The Senior Puisne Judge of the Supreme Court.

*Seven other members who shall be chosen annually by ballot by the Council of Higher Education.*

**SOUTH AFRICA.**

Under the provisions of the Will of Mr. Rhodes the four schools to which Scholarships are assigned in Cape Colony have the right of electing the Scholar. This is done under special regulations approved by the Trustees for each school. Information about the regulations may be obtained from the school authorities. Education at the school itself is in each case a condition of eligibility.

**Natal.**

His Excellency the Governor in his private capacity (Chairman).

The Honourable the Chief Justice.

The Superintendent of Education.

Application should be made to the Superintendent of Education.

**Rhodesia.**

In Rhodesia the Director of Education receives the applications of candidates, together with their credentials and testimonials, and submits them with his recommendations to the Trustees for approval.

## UNITED STATES OF AMERICA.

The following are at present the *Charmen* of the Committees of Selection in the different States and Territories to which Scholarships are assigned :—

Alabama: Pres. J. W. Abercrombie, LL.D., State University, Alabama.

Arizona: Pres. K. C. Babcock, Ph.D.

Arkansas: J. N. Tillman, B.L.L., University of Arkansas.

California: Pres. B. I. Wheeler, LL.D., University of California.

Colorado: James H. Baker, LL.D., Pres. of the University of Colorado.

Connecticut: Pres. Arthur T. Hadley, LL.D., Yale University.

Delaware: Principal Geo. A. Harter, M.A., Ph.D., Delaware College.

Florida: Pres. A. A. Murphree, Ph.D., Florida State College, Tallahassee.

Georgia: Chancellor David C. Barrow, University of Georgia.

Idaho: Pres. James A. Maclean, LL.D., State University.

Illinois: Pres. Edmund J. James, LL.D., University of Illinois.

Indiana: Pres. William L. Bryan, A.M., State University.

Iowa: Pres. Geo. E. MacLean, Ph.D., LL.D., State University.

Kansas: Pres. Frank Strong, Ph.D., State University.

Kentucky: Prof. Arthur Yager, Ph.D., LL.D., Georgetown College, Georgetown, Kentucky.

Louisiana: Pres. Thomas D. Boyd, A.M., LL.D., State University, Baton Rouge.

Maine: Pres. G. E. Fellows, Ph.D., LL.D., the State University.

Maryland: Pres. Ira Remsen, LL.D., Johns Hopkins University.

Massachusetts: Pres. Charles W. Eliot, LL.D., Harvard University.

Michigan: Pres. Jas. B. Angell, LL.D., State University, Michigan.

Minnesota: Pres. Cyrus Northrup, LL.D., State University, Minnesota.

Missouri: Pres. R. H. Jesse, LL.D., University of Missouri.

Montana: Pres. Oscar J. Craig, Ph.D., State University, Montana.

Nebraska: Chancellor E. B. Andrews, LL.D., State University.

\* Nevada: Pres. Joseph E. Stubbs, D.D., LL.D., State University.

New Hampshire: Pres. Wm. J. Tucker, D.D., LL.D., Dartmouth College.

New Jersey: Pres. Woodrow Wilson, LL.D., Princeton University.

New Mexico: Wm. G. Tight, Ph.D., State University.

New York: Pres. A. V. V. Raymond, D.D., Union.  
Permanent Secretary: Howard J. Rogers, First Assistant Commissioner of Education, Albany.

North Carolina: Pres. F. P. Venable, Ph.D., LL.D., University of North Carolina.

North Dakota: Pres. Webster Merrifield, M.A., State University.

Ohio: Pres. W. O. Thompson, LL.D., State University.

Oklahoma: Pres. David R. Boyd, Ph.D., State University.

Oregon: Pres. P. L. Campbell, B.A., State University.

Pennsylvania: Pres. Chas. C. Harrison, LL.D., University of Pennsylvania.

Rhode Island: Pres. W. H. P. Faunce, D.D., Brown University.

South Carolina: Pres. B. Sloan, LL.D., South Carolina College, Columbia.

South Dakota: Pres. Garret Droppers, Ph.D., State University.

Tennessee: Pres. Brown Ayres, Ph.D., LL.D., State University.

Texas: Pres. David R. Houston, LL.D., University of Texas.

Utah: Pres. J. T. Kingsbury, Ph.D., State University.

Vermont: Pres. M. H. Buckham, D.D., University of Vermont.

Virginia: Pres. Edwin A. Alderman, LL.D., University of Virginia, Charlottesville.

Washington: Pres. T. F. Kane, Ph.D., University of Washington.

West Virginia: Pres. D. B. Purinton, Ph.D., LL.D., West Virginia University.

Wisconsin: Pres. C. R. Van Hise, Ph.D., LL.D., the University of Wisconsin.

Wyoming: Pres. F. M. Tisdell, Ph.D., State University.

### GERMANY.

The appointments in Germany are made by the Emperor.

Information as to conditions, &c., may be obtained by writing to Dr. F. Schmidt, Kultus-Ministerium, Berlin.



## APPENDIX III

### EXAMINATION PAPERS

*Examination conducted in behalf of the TRUSTEES of the RHODES BEQUEST, January, 1907, by the Delegacy of Local Examinations, Oxford, England.*

The time allowed for each Paper is two hours.

#### I. ARITHMETIC.

1. A merchant began business with \$100,000. In the first year he made 10 per cent, which he added to his capital. In the second year he made 20 per cent. and added the profits to his capital. In the third year he again made 20 per cent., and laid out \$60,000 on real estate. How much capital would he have left in the business at the beginning of the fourth year?

2. Find the difference between

$$9\frac{1}{5} - 1\frac{2}{3} \times 3\frac{3}{8} \text{ and } 2\frac{3}{4} \times 1\frac{1}{5} - \frac{4}{5}.$$

3. Find the square root of  $4\frac{1}{9}$  to four places of decimals.

4. If, by selling an article for \$2, a man gains  $\frac{1}{7}$  of the cost price, at what price must he sell it so as to gain 8 per cent.?

5. The area of one side of a cubical cistern is 14.0625 square feet; find to the nearest gallon the amount of water which it will hold when full, assuming that one cubic foot weighs 1,000 ounces and that one gallon of water weighs 10 lb.

6. Find the cost of a carpet to cover a floor 22 ft. 6 in. long and 18 ft. 9 in. wide at 5s. 4d. per square yard.

7. Divide £37. 10s. 4½d. by 4½ and express £3. 14s. 7½d. as the decimal of £10.

8. A sum of \$2,500 is lent at compound interest at 3½ per cent. per annum. What is due to the lender at the end of three years?

9. A can do a piece of work in 24 days which B can do in 36 days. What fraction will remain to be done if both are engaged upon the work for 6 days?

## II. ALGEBRA OR GEOMETRY.

### (a) ALGEBRA.

The full working must be shown in all cases.

1. If  $2p - 3q = 8$ ,  $\frac{1}{2}q = p - 6$ , find the value of

$$(p - q)^2 - 7(p^2 - q^2) + 12(p + q)^2.$$

2. Divide

$$\begin{array}{l} x^6 + ax^5 - 12a^2x^4 + 19a^3x^3 + 15a^4x^2 - 14a^5x + 2a^6 \\ \text{by} \quad \quad \quad x^2 + 4ax - 2a^2. \end{array}$$

3. Find the highest common factor of

$$54p^5 - 11p^2q^3 - q^5 \quad \text{and} \quad 12p^5 + 11p^4q + q^5,$$

and the least common multiple of

$$a^2c(ab - b^2), \quad 4(a^2 - b^2)c^3, \quad 6b^2c, \quad 3(ab^2 + a^2b).$$

4. Simplify :

$$(1) \quad \frac{p+3}{p^2+2} + \frac{1}{2p+2} - \frac{1}{p-1};$$

$$(2) \quad \{p(p+q) - q(p-q)\} \{p(p-q) - q(q-p)\} \\ \div (p^3 - q^3).$$

5. Solve the equations:

$$(1) \quad \frac{x+3}{6} - \frac{11-x}{7} = \frac{2}{5}(x-4) - \frac{1}{21}(x-3);$$

$$(2) \quad \frac{1}{x+1} + \frac{2}{x+2} = \frac{3}{x+3};$$

$$(3) \quad \frac{17x}{a} + \frac{3y}{b} = 9, \quad \frac{3x}{a} - \frac{2y}{b} = 37.$$

6. Find the remainder (free from  $x$ ) when  $ax^2 + bx + c$  is divided by  $x - p$ . What inference is suggested by the result?

7. By the investment of £400, partly in a  $2\frac{1}{2}$  per cent. stock at 75 and partly in a 4 per cent. stock at 96, a total income of £15. 8s. 4d. is obtained. How much money is spent on each stock?

8. The perimeter of a room is  $a$  feet, and the height of its walls is  $b$  feet: find the cost of papering the walls of the rooms with paper  $x$  inches wide at  $y$  pence per foot, the area of the windows, door, and fireplace being  $\frac{1}{10} ab$  square feet in all.

### (b) GEOMETRY.

The use of reasonable symbols and abbreviations is permitted.

1. If two angles of a triangle are equal, the sides opposite to them are equal.

2. Find the locus of points which are equidistant from two given points.

3. The sum of any two sides of a triangle is greater than the third side.

4. Make a triangle equal in area to a given triangle and having one of its angles equal to a given angle.

5. Show that the bisector of the exterior angle at the vertex of an isosceles triangle is parallel to the base.

6. A ladder erected against an inner wall of a shed just reaches a window 18 feet from the ground, and, on being turned over through a right angle (the foot not being moved), it reaches a point on the opposite wall 7 feet 6 inches from the ground. Find the distance between the walls.

7.  $D$  is the middle point of the hypotenuse  $BC$  of a right-angled triangle  $BAC$ . Show that  $DA = DB$ .

8.  $AB$ ,  $CD$  are two equal chords in a circle. Show that they are equidistant from the centre.

9. Show that, if two tangents are drawn to a circle from an external point, the tangents (1) are equal in length, (2) subtend equal angles at the centre of the circle.

### III. LATIN PROSE COMPOSITION.

Translate into Latin :—

When the bridge was nearly all cut away, Horatius made his two companions leave him, and pass over into the city. Then he stood alone on the bridge, and defied all the army of the Etruscans: and they showered their javelins upon him, and he caught them on his shield and stood yet unhurt. But just as they were rushing at him, to drive him from his post by main force, the last beams of the bridge gave way, and it all fell with a mighty crash into the river. While the Etruscans wondered, and stopped in their course, Horatius turned and prayed to the god of the river: 'O father Tiber, I pray thee to receive these arms and me who bear them, and to let thy waters befriend and save me.' Then he leaped into the river, and though the darts fell all around him, yet they did not wound him, and he swam across to the city safe and sound.

## IV. GREEK AND LATIN GRAMMAR.

## (a) LATIN GRAMMAR.

1. Give (a) the meaning, gender, and genitive singular of—*pes*, *domus*, *lex*, *opus* ;

and (b) the meaning, genitive case, and comparative of—*parvus*, *niger*, *vetus*, *senex*.

2 Give the meaning, present infinitive, and 1st person sing. of the perfect indicative of—*pono*, *cipio*, *mori*, *iuvo*, *audeo*, *reor*.

3. Explain what impersonal verbs are, and give instances to show the constructions used with them.

4. Translate into Latin :—

(a) Having lost his horse, he was obliged to go on foot.

(b) I hope that he will come quickly.

(c) He will return home to-morrow.

(d) I am afraid that the girl will die.

(e) Whatever happens, we must go away.

5 What is the meaning of the following prepositions and what cases do they take—*penes*, *coram*, *apud*, *instar* ?

6. What classes of verbs cannot ordinarily be used in the passive voice, and why ?

## (b) GREEK GRAMMAR.

1. Give (a) the meaning, gender, and genitive singular of—*πόλις*, *χρῶς*, *κέρας*, *σῶμα* :

and (b) the meaning, genitive singular, and comparative of—*ταχύς*, *μέγας*, *φίλος*.

2. Decline in the singular—*οὐδείς*, *ὅστις*, and in the plural—*οὐί*, *οὗτος*, *παῖς*.

3. Give the 1st person singular of the future and of the 2nd aorist indicative active of—αἰρέω, φέρω, πάσχω, δίδωμι, θνήσκω.

4. Translate into English:—μὴ γένοιτο, πέμπτος αὐτός, οἴκαδε, οἱ σὺν αὐτῷ, ἔλεξε τοιαύδε.

5. What is the Greek for—the same man, myself, upwards, as if, therefore, thirty years?

6. Name all the prepositions which govern the dative case, and give their meanings.

## V AND VI. TRANSLATION FROM LATIN AND GREEK INTO ENGLISH.

### V. TRANSLATION FROM LATIN INTO ENGLISH.

*The Paper contains the following Sections:—*

1. Passages from Authors not specially prescribed.
2.     "     "     Caesar, De Bello Gallico I–IV.
3.     "     "     Cicero, Philippics I, II.
4.     "     "     Cicero, In Catilinam I–III, and In Verrem Actio I.
5.     "     "     Cicero, Pro Murena and Pro Lege Manilia.
6.     "     "     Cicero, De Senectute and De Amicitia.
7.     "     "     Horace, Odes.
8.     "     "     Horace, Satires.
9.     "     "     Horace, Epistles.
10.    "     "     Livy V, VI.
11.    "     "     Virgil, Georgics.
12.    "     "     Virgil, Bucolics and Aeneid I–VI.

N.B.—Candidates must select one and ONLY ONE of the Sections numbered 1–12.

## VI. TRANSLATION FROM GREEK INTO ENGLISH.

*The Paper contains the following Sections :—*

1. Passages from Authors not specially prescribed.
2.    "        "    Demosthenes, De Corona.
3.    "        "    Euripides, (a) Hecuba, (β) Medea, (γ)  
                          Alcestis, (δ) Bacchae.
4.    "        "    Homer, Iliad I–VI.
5.    "        "    Homer, Odyssey I–VI.
6.    "        "    Plato, Apology, Crito.
7.    "        "    Sophocles, Antigone and Ajax.
8.    "        "    Xenophon, Anabasis I–V.

N.B.—Candidates must select one and ONLY ONE of the Sections numbered 1–8.

Each of the above Sections comprises from three to eight passages from the Books or Sources mentioned, and the total amount of translation required averages between fifty and sixty lines of ordinary text. No questions on context or grammar are set; translation *only*.

## APPENDIX IV

LIST OF UNIVERSITY PROFESSORS AND  
LECTURERSI. *Literae Humaniores.*

- I. Bywater, Regius Professor of Greek (Christ Church).  
 T. Case, Waynflete Professor of Moral and Metaphysical  
 Philosophy (President of Corpus).  
 J. Cook Wilson, Wykeham Professor of Logic (New  
 College).  
 Robinson Ellis, Corpus Professor of Latin (Trinity).  
 A. Evans, Keeper of the Ashmolean Museum (Magdalen).  
 L. R. Farnell, Lecturer in Classical Archaeology (Exeter).  
 P. Gardner, Professor of Classical Archaeology and Art  
 (Lincoln).  
 F. Ll. Griffith, Reader in Egyptology (Queen's).  
 G. B. Grundy, Lecturer in Ancient Geography (Corpus).  
 R. W. Macan, Camden Reader in Ancient History  
 (Master of University).  
 W. McDougall, Wilde's Reader in Mental Philosophy.  
 F. Madan, Lecturer in Palaeography (B.N.C.).  
 J. L. Myers, Lecturer in Classical Archaeology (Christ  
 Church).  
 H. F. Pelham, Camden Professor of Ancient History  
 (President of Trinity).  
 J. A. Stewart, White's Professor of Moral Philosophy  
 (Christ Church).  
 E. B. Tylor, Professor of Anthropology (Balliol).  
 J. Wright, Professor of Comparative Philology (Exeter).  
 P. S. Allen (Corpus).  
 T. W. Allen (Queen's).  
 J. G. C. Anderson (Christ  
 Church).  
 C. Bailey (Balliol).  
 S. Ball (St. John's).
- |                               |
|-------------------------------|
| A. T. Barton (Pembroke).      |
| P. V. M. Benecke (Mag-        |
| dalen).                       |
| H. E. D. Blakiston (Trinity). |
| A. W. F. Blunt (Exeter).      |
| H. W. Blunt (Christ Church).  |



E. A. Burroughs (Hertford).	P. E. Matheson (New College).
F. W. Bussell (B.N.C.).	J. A. R. Munro (Lincoln).
H. E. Butler (New College).	A. S. Owen (Keble).
E. Caird (Master of Balliol).	J. H. F. Peile (University).
A. J. Carlyle (University).	W. Phelps (Corpus).
E. F. Carritt (University).	A. W. Pickard-Cambridge
A. C. Clark (Queen's).	(Balliol).
C. Cookson (Magdalen).	J. U. Powell (St. John's).
H. J. Cunningham (Wor-	A. B. Poynton (University).
cester).	H. A. Prichard (Trinity).
H. W. C. Davis (Balliol).	R. W. Raper (Trinity).
W. H. Fairbrother (Keble).	H. Rashdall (New College).
A. S. L. Farquharson (Uni-	W. H. V. Reade (Keble).
versity).	H. P. Richards (Wadham).
W. II. Fyfe (Merton).	F. C. S. Schiller (Corpus).
H. W. Garrod (Merton).	J. A. Smith (Balliol).
E. E. Genner (Jesus).	G. H. Stevenson (Univer-
A. D. Godley (Magdalen).	sity).
H. W. Greene (Magdalen).	J. L. Strachan-Davidson
W. H. Hadow (Worcester).	(Balliol).
F. W. Hall (St. John's).	W. Temple (Queen's).
E. G. Hardy (Jesus).	R. J. E. Tiddy (Trinity).
F. Haverfield (Christ	M. N. Tod (Oriental).
Church).	J. Tracey (Keble).
B. W. Henderson (Exeter).	G. E. Underhill (Magdalen).
W. W. How (Merton).	E. M. Walker (Queen's).
A. J. Jenkinson (B.N.C.).	W. Warde Fowler (Lincoln).
H. H. Joachim (Merton).	W. Warner (Christ Church).
H. W. B. Joseph (New	C. C. J. Webb (Magdalen).
College).	J. Wells (Wadham).
A. D. Lindsay (Balliol).	H. H. Williams (Hertford).
R. W. Livingstone (Corpus).	G. Wood (Pembroke).
F. J. Lys (Worcester).	G. M. Young (St. John's).
E. C. Marchant (Lincoln).	A. E. Zimmern (New Col-
R. R. Marett (Exeter).	lege).

## II. Jurisprudence.

- A. V. Dicey, Vinerian Professor of English Law (All Souls).  
W. M. Geldart, All Souls Reader in English Law (Trinity).  
H. Goudy, Regius Professor of Civil Law (All Souls).

T. E. Holland, Chichele Professor of International Law and Diplomacy (All Souls).

E. J. Trevelyan, Reader in Indian Law (All Souls).

P. Vinogradoff, Corpus Professor of Jurisprudence (Corpus).

G. B. Burnham (University).

A. T. Carter (Christ Church).

A. E. W. Hazel (Jesus).

E. Hilliard (Balliol).

W. S. Holdsworth (St. John's).

R. W. Leage (B.N.C.).

R. W. Lee (Worcester).

J. C. Miles (Merton).

T. R. Potts (Lincoln).

J. Williams (Lincoln).

F. de Zulueta (New College).

### III. Modern History.

C. R. Beazley, Lecturer on the History of Geography (Merton).

Sir F. H. E. Cunliffe, Bart., Lecturer in Military History (All Souls).

F. Y. Edgeworth, Drummond Professor of Political Economy (All Souls).

H. E. Egerton, Beit Professor of Colonial History (All Souls).

C. H. Firth, Regius Professor of Modern History (Oriel).

W. L. Grant, Beit Assistant Lecturer in Colonial History (Balliol).

A. J. Herbertson, Reader in Geography (Wadham).

F. Madan, Lecturer in Palaeography (B.N.C.).

C. W. C. Oman, Chichele Professor of Modern History (All Souls).

S. J. Owen, Reader in Indian History (Christ Church).

R. L. Poole, Lecturer in Diplomatic (Magdalen).

P. Vinogradoff, Corpus Professor of Jurisprudence (Corpus).

C. T. Atkinson (Exeter).

E. Armstrong (Queen's).

J. B. Baker (Non-Collegiate).

E. Barker (Wadham).

G. Baskerville (Keble).

F. W. Bussell (B.N.C.).

A. J. Carlyle (University).

H. W. C. Davis (Balliol).

O. M. Edwards (Lincoln).

H. A. L. Fisher (New College).

A. Hassall (Christ Church).

R. H. Hodgkin (Queen's).

W. H. Hutton (St. John's).

L. C. Jane (Keble).	C. Grant Robertson (All Souls).
A. H. Johnson (All Souls).	A. L. Smith (Balliol).
J. A. R. Marriott (Worcester).	L. Stampa (Queen's).
F. C. Montague (Oriol).	F. Urquhart (Balliol).
F. Morgan (Keble).	G. H. Wakeling (B.N.C.).
S. L. Ollard (St. Edmund Hall).	R. J. Whitwell (New College).
M. W. Patterson (Trinity).	L. G. Wickham Legg (New College).
R. S. Rait (New College).	
W. R. B. Riddell (Hertford).	

#### IV. Theology.

C. Bigg, Regius Professor of Ecclesiastical History (Christ Church).	
R. H. Charles, Grinfield Lecturer on the Septuagint (Exeter).	
T. K. Cheyne, Oriol Professor of Interpretation (Oriol).	
S. R. Driver, Regius Professor of Hebrew (Christ Church).	
W. Ince, Regius Professor of Divinity (Christ Church).	
W. Lock, Dean Ireland's Professor of Exegesis (Warden of Keble).	
R. L. Ottley, Regius Professor of Pastoral Theology (Christ Church).	
W. Sanday, Margaret Professor of Divinity (Christ Church).	
C. H. Turner, Speaker's Lecturer in Biblical Studies (Magdalen).	
W. C. Allen (Exeter).	F. C. N. Hicks (Keble).
C. M. Blagden (Christ Church).	B. J. Kidd (Pembroke).
F. E. Brightman (Magdalen).	S. L. Ollard (St. Edmund Hall).
R. Brook (Merton).	E. J. Palmer (Balliol).
C. F. Burney (St. John's).	L. Pullan (St. John's).
A. J. Carlyle (University).	W. A. Spooner (Warden of New College).
A. E. Cowley (Magdalen).	J. F. Stenning (Wadham).
F. H. Dudden (Lincoln).	B. H. Streeter (Queen's).
E. W. M. O. de la Hey (Keble).	H. C. Wace (B.N.C.).
	C. C. J. Webb (Magdalen).

**V. Oriental Languages.**

- C. J. Ball, Lecturer in Assyriology (St. John's).  
 H. S. K. Bellairs, Lecturer in Marāṭhī (Balliol).  
 J. F. Blumhardt, Lecturer in Bengālī.  
 J. E. Bridges, Lecturer in Burmese.  
 T. L. Bullock, Professor of Chinese (New College).  
 S. R. Driver, Regius Professor of Hebrew (Christ Church).  
 F. Ll. Griffith, Reader in Egyptology (Queen's).  
 W. Hoey, Lecturer in Hindūstānī.  
 A. A. Macdonell, Boden Professor of Sanskrit (Balliol).  
 D. S. Margoliouth, Laudian Professor of Arabic (New College).  
 L. H. Mills, Professor of Zend Philology.  
 Sheikh Mohammed Hasanein al-Ghamrāwī, Teacher of Arabic.  
 G. F. Nicholl, Lord Almoner's Reader in Arabic (Balliol).  
 G. U. Pope, Lecturer in Tamil and Telugu (Balliol).  
 G. S. A. Ranking, Lecturer in Persian (Balliol).  
 A. H. Sayce, Professor of Assyriology (Queen's).  
 W. C. Allen (Exeter).                      |    A. E. Cowley (Magdalen).  
 C. F. Burney (St. John's).                |    J. F. Stenning (Wadham).

**VI. Modern Languages.**

- F. L. Armitage, Taylorian Lecturer in German (Balliol).  
 F. de Arleaga, Taylorian Lecturer in Spanish.  
 H. E. Berthon, Taylorian Lecturer in French (Wadham).  
 C. F. Coscia, Taylorian Lecturer in Italian (Queen's).  
 W. A. Craigie, Taylorian Lecturer in Scandinavian (Oriental).  
 H. G. Fiedler, Taylorian Lecturer in Old High and Middle High German and German Philology.  
 W. R. Morfill, Professor of Russian (Oriental).  
 E. Moore, Lecturer on Dante (Principal of St. Edmund Hall).  
 H. Oelsner, Taylorian Lecturer in Old French and in Romance Philology.  
 H. A. L. Fisher (New College).  
 C. T. T. Kemshead (Magdalen).

## VII. English Literature.

- J. W. Mackail, Professor of Poetry (Balliol).  
 A. S. Napier, Merton Professor of English Language and Literature, and Rawlinsonian Professor of Anglo-Saxon (Merton).  
 W. A. Raleigh, Professor of English Literature (Magdalen).  
 J. Rhys, Jesus Professor of Celtic (Principal of Jesus).  
 E. de Sélincourt, Lecturer in English Literature (University).  
 H. Sweet, Reader in Phonetics (Balliol).  
 J. Wright, Professor of Comparative Philology (Exeter).  
 A. J. Carlyle (University). | R. J. E. Tiddy (Trinity).  
 T. C. Snow (St. John's). |

## VIII. Mathematics.

- E. B. Elliott, Waynflete Professor of Pure Mathematics (Queen's).  
 W. Esson, Savilian Professor of Geometry (Merton).  
 F. J. Jervis-Smith, Lecturer in Mechanics (Trinity).  
 H. H. Turner, Savilian Professor of Astronomy (New College).  
 J. E. Campbell (University). | R. F. McNeile (Christ Church).  
 A. L. Dixon (Merton). | A. L. Pedder (Magdalen).  
 H. T. Gerrans (Worcester). | H. C. Plummer (Hertford).  
 C. E. Haselfoot (Hertford). | J. W. Russell (Balliol).  
 E. H. Hayes (New College). | C. H. Sampson (B.N.C.).  
 A. E. Jolliffe (Corpus). | C. H. Thompson (Queen's).  
 P. J. Kirkby (Exeter). |

## IX. Natural Science and Medicine.

- H. B. Baker, Dr. Lee's Reader in Chemistry (Christ Church).  
 J. Barclay, Dr. Lee's Reader in Anatomy (Christ Church).  
 R. E. Baynes, Dr. Lee's Reader in Physics (Christ Church).  
 G. C. Bourne, Linacre Professor of Comparative Anatomy (Merton).

- W. T. Brooks, Litchfield Lecturer in Medicine (Christ Church).  
 R. B. Clifton, Professor of Experimental Philosophy (Merton).  
 R. W. Doyne, Reader in Ophthalmology (Keble).  
 W. W. Fisher, Aldrichian Demonstrator in Chemistry (Corpus).  
 E. S. Goodrich, Aldrichian Demonstrator in Comparative Anatomy (Merton).  
 F. Gotch, Waynflete Professor of Physiology (Magdalen).  
 J. S. Haldane, Waynflete Lecturer in Physiology (New College).  
 A. E. H. Love, Sedleian Professor of Natural Philosophy (Queen's).  
 H. A. Miers, Waynflete Professor of Mineralogy (Magdalen).  
 W. Odling, Waynflete Professor of Chemistry (Worcester).  
 W. Osler, Regius Professor of Medicine (Christ Church).  
 A. P. Parker, Litchfield Lecturer in Surgery (B.N.C.).  
 E. B. Poulton, Hope Professor of Zoology (Jesus).  
 J. Ritchie, Professor and Reader in Pathology (New College).  
 W. J. Smith-Jerome, Lecturer in Medical Pharmacology and Materia Medica (New College).  
 W. J. Sollas, Professor of Geology (University).  
 W. Somerville, Sibthorpe Professor of Rural Economy (St. John's).  
 A. Thomson, Professor of Human Anatomy (Exeter).  
 J. S. E. Townsend, Wykeham Professor of Physics (New College).  
 H. H. Turner, Savilian Professor of Astronomy (New College).  
 E. B. Tylor, Professor of Anthropology (Balliol).  
 S. H. Vines, Sherardian Professor of Botany (Magdalen).
- |                             |                               |
|-----------------------------|-------------------------------|
| A. Angel (B.N.C.).          | F. A. Dixey (Wadham).         |
| T. V. Barker (Magdalen).    | J. A. Douglas (Keble).        |
| H. L. Bowman (New College). | W. R. Fisher (B.N.C.).        |
| G. B. Cronshaw (Queen's).   | A. G. Gibson (Christ Church). |

G. H. Grosvenor (New College).	G. Mann (New College).
R. W. T. Günther (Magdalen).	J. E. Marsh (Merton).
H. B. Hartley (Balliol).	T. S. Moore (Magdalen).
C. E. Haselfoot (Hertford).	D. H. Nagel (Trinity).
H. E. Hurst (Hertford).	H. C. Plummer (Hertford).
J. W. Jenkinson (Exeter).	W. Ramsden (Pembroke).
L. G. Killby (Christ Church).	N. V. Sidgwick (Lincoln).
P. J. Kirkby (New College).	W. N. Stocker (B.N.C.).
B. Lambert (Merton).	H. M. Vernon (Magdalen).
R. T. Lattey (Trinity).	A. F. Walden (Queen's).
E. Mallam (Magdalen).	E. W. A. Walker (University).
J. J. Manley (Magdalen).	J. Walker (Christ Church).
	J. Watts (Balliol).

## APPENDIX V

### LECTURES GIVEN IN THE HONOUR SCHOOLS OF THE UNIVERSITY OF OXFORD DURING MICHAELMAS TERM, 1906<sup>1</sup>

#### I. Literae Humaniores.

##### a. PHILOSOPHY.

*Plato: Republic*: J. A. Stewart, J. A. R. Munro, A. D. Lindsay, W. Temple, R. R. Marett, H. A. Prichard.

*Aristotle: Ethics*: Professor T. Case, H. Rashdall, H. P. Richards, W. H. Hadow, H. W. Blunt, J. A. Smith.

*Politics: Introduction*: J. L. Myres.

*Metaphysics*: W. D. Ross.

*De Anima*: J. A. Smith.

*On the Treatise Περὶ ἀτόμων γραμμῶν* (six lectures): H. H. Joachim.

*Logic*: Professor J. Cook Wilson, E. Caird.

*Logic* (Informal Instruction): Professor J. Cook Wilson.

*Hypothetical Thinking*: Professor J. Cook Wilson.

*Aristotelian Logic*: J. A. Smith.

*Logic*, with special reference to the Psychology of Cognition: F. C. S. Schiller.

*Descartes: Meditations*: H. H. Joachim.

*Avenarius*: H. W. Blunt.

*Select passages of the Enneades of Plotinus* (six lectures): Professor J. A. Stewart.

*Plato's Doctrine of Ideas* (six lectures): Professor J. A. Stewart.

*Nic. Ethics, VI and VII* (Informal Instruction): Professor J. A. Stewart.

<sup>1</sup> An official list of lectures is published at the beginning of each Term in the *University Gazette* (see p. 169).



- The relation of Economics and Ethics: the Conception of Culpable Luxury*: H. W. Blunt (by arrangement with Professor Stewart).
- Savage Religion in its bearing on Ethics* (Informal Instruction): R. R. Marett.
- Kant's Kritik of Pure Reason*: H. Rashdall, A. S. L. Farquharson, H. A. Prichard.
- Main Problems of Ethics*: S. Ball.
- Moral Philosophy*: H. H. Williams.
- Outlines of Moral Philosophy*: W. H. Hadow.
- Relation of Philosophy to the Sciences*: G. E. Underhill.
- Ethics in relation to Biology and Psychology*: R. R. Marett.
- Varieties of Idealism*: C. C. J. Webb.
- The Philosophy of Religion*: C. C. J. Webb.
- Introduction to the Philosophy of Art*: E. F. Carritt.
- The Philosophy of the Stoics*: A. S. L. Farquharson.
- Philosophical Terminology*: W. D. Ross.
- The Psychology of Childhood*: W. McDougall.
- Outlines of the History of Political Philosophy*: P. V. M. Benecke.
- Political Economy, with special reference to Mill*: A. J. Carlyle.

#### b. ANCIENT HISTORY.

##### GREEK HISTORY.

- Constitutional History of Athens, with 'Αθηναίων Πολιτεία*: R. W. Macan.
- Constitutional History of Athens*: E. M. Walker.
- Aristotle: 'Αθηναίων Πολιτεία, Part I*: H. J. Cunningham.
- The Pentekontaetia, B.C. 479-431*: M. N. Tod.
- Greek History, B.C. 479-403*: G. Wood.
- Herodotus*: W. W. How, G. E. Underhill, J. Tracey, J. Wells.
- Herodotus in Egypt*: F. Ll. Griffith.
- The Delian Confederacy and the Athenian Empire*: B. W. Henderson.
- Thucydides*: H. W. C. Davis.
- Thucydides, VIII; and Xenophon, Hellenica*: G. B. Grundy.
- Greek Commerce and Colonization*: J. L. Myres.
- Slavery*: A. E. Zimmern.
- Strategic Geography of Greece*: G. B. Grundy.

## ROMAN HISTORY.

- The Early Caesars*: Professor H. F. Pelham.  
*Military History of Rome*, A. D. 68-70: B. W. Henderson.  
*Army, Frontiers and Provinces under the Early Principate*:  
 E. G. Hardy.  
*The Empire*: F. Haverfield.  
*Cicero's Life and Letters*, B. C. 68-49: W. Warde Fowler.  
*Cicero's Letters*: J. L. Strachan-Davidson, P. E. Matheson,  
 P. V. M. Benecke.  
*Tacitus, Annals*: J. L. Strachan-Davidson.  
*Roman Inscriptions of Early Empire*: F. Haverfield.  
*Geography of the Western Mediterranean*: J. L. Myres.

## C. LANGUAGES AND LITERATURE.

## GREEK BOOKS.

- Aeschylus, Agamemnon*: A. T. Barton, C. Cookson.  
*Prometheus Vinctus*: H. E. D. Blakiston, T. W. Allen.  
*Choephore*: A. W. F. Blunt.  
*Aristophanes, Acharnians, Wasps*: H. P. Richards.  
 (General Questions, with papers on special plays):  
 C. Bailey.  
*Demosthenes (Private Orations)*: T. W. Allen, W. H. Fyfe,  
 A. B. Poynton, F. W. Hall, W. Phelps.  
 (Vol. I, Papers): F. J. Lys.  
 (Political Orations): H. B. Cooper.  
 (Androtion, Timocrates, Aristocrates, Leptines): H. W.  
 Greene.  
 (Public Orations) (with papers): A. W. Pickard-  
 Cambridge, G. C. Richards.  
*Euripides, Bacchae*: L. R. Farnell.  
*Hippolytus*: J. G. C. Anderson, G. G. A. Murray.  
*Hercules Furens*: A. S. Owen.  
*Homer*: T. W. Allen.  
*Iliad* (papers only): H. F. Fox.  
*Odyssey*: R. W. Raper, E. E. Genner.  
 (General and Literary Questions): E. A. Burroughs.  
*Pindar* (Olympian Odes): L. R. Farnell, H. W. Garrod.  
*Plato, Republic, I-IV*: Professor I. Bywater, R. J. E.  
 Tiddy.  
*Gorgias and Protagoras*: H. L. Henderson.

*Sophocles, Antigone; and Aeschylus, Prometheus Vincetus:*

E. C. Marchant.

*Theocritus:* A. C. Clark.

*Thucydides, II:* A. T. Barton, J. U. Powell.

#### LATIN BOOKS.

*Lucan, V, VI:* Professor R. Ellis.

*Cicero (Verrines, and de Lege Agraria):* A. B. Poynton,  
S. G. Owen.

*Orations, B.C. 81-63:* C. Bailey.

*Orations:* H. E. Butler, F. W. Hall.

*Letters (Part I):* A. C. Clark, G. C. Richards.

*Horace, Satires and Epistles:* F. de Paravicini.

*Tacitus, Histories:* A. D. Godley.

*Annals, I, II:* J. H. F. Peile.

*Virgil, General Introduction (with Aeneid):* H. W. Garrod.

#### HISTORY OF GREEK AND LATIN LITERATURE.

*Aristotle, Poetics:* A. W. Pickard-Cambridge.

*Aristotle, Poetics, with History of the Greek Drama:* H. P.  
Richards.

*Roman Literature:* C. Cookson.

*The transmission of the Classics to Modern Times:* P. S.  
Allen.

*Introduction to the Study of Comparative Philology:* Professor  
J. Wright.

*Greek and Latin Verse:* A. D. Godley.

*Greek: Literary Questions:* L. R. Farnell.

#### d. CLASSICAL ARCHAEOLOGY.

*Greek Sculpture, B.C. 440-320:* Professor P. Gardner.

*Greek Coins:* Professor P. Gardner.

*The History of Greek Sculpture after Alexander:* L. R.  
Farnell.

*Prehistoric Greece, I: The Minoan and Mycenaean Age:*  
J. L. Myres.

*Prehistoric Italy:* J. L. Myres.

*Elements of Greek Epigraphy:* M. N. Tod.

## II. Law.

## ROMAN LAW.

*Historical and Doctrinal Lectures* (Selected Topics): Professor H. Goudy.

*Introduction and Law of Persons*: W. M. Geldart.

*Roman Law*: R. W. Lee.

*Possession (Digest, XLI. 2)*: T. R. Potts.

*Institutes*: A. T. Carter.

## ENGLISH LAW.

*Law of Contract: Special Points*: A. V. Dicey.

*Law of Real Property*: R. W. Leage.

*Law of Torts*: J. Williams, E. Hilliard.

*Constitutional Law and Legal History*: G. B. Burnham.

*History of English Law*: T. R. Potts.

## INTERNATIONAL LAW.

*The Nature of International Law: States as International Persons, and their Rights in time of Peace*: Professor T. E. Holland.

## JURISPRUDENCE.

*English Law and Society in the Eleventh Century*: Professor P. Vinogradoff.

*Seminar: Domesday Studies*: Professor P. Vinogradoff.

*Jurisprudence*: A. E. W. Hazel.

## INDIAN LAW.

*Indian Penal Code*: E. J. Trevelyan.

*Hindu Law*: E. J. Trevelyan.

*A course of lectures for Probationers for the Indian Forestry Service*: E. J. Trevelyan.

*Informal Instruction*: E. J. Trevelyan.

## PRELIMINARY EXAMINATION IN THE SCHOOL OF JURISPRUDENCE.

*Gaius*: R. W. Leage, J. C. Miles, W. M. Geldart, F. de Zulueta.

*English History: Constitutional and Political*: W. S. Holdsworth, G. H. Wakeling.

## III. Modern History.

## ENGLISH HISTORY.

- Informal*: Professor C. H. Firth.  
*Domesday Studies (Seminar)*: Professor P. Vinogradoff.  
*English History from the beginning*: E. Barker, L. Stampa.  
*English Law and Society in the Eleventh Century*: Professor P. Vinogradoff.  
*English History, Political and Constitutional, from 1154*: C. T. Atkinson.  
*English History, Constitutional, 1377-1485*: E. Barker.  
*The New Monarchy, 1461-1628*: O. M. Edwards.  
*English History, Political and Constitutional, from 1485*: J. A. R. Marriott.  
*Constitutional History, 1485-1660, with Documents from Prothero and Gardiner*: G. H. Wakeling.  
*The Reformation in England*: S. L. Ollard.  
*The last years of the Protectorate, 1656-1658*: Professor C. H. Firth.  
*The relations of England and France, 1660-1688. Class.* Professor C. H. Firth.  
*English History from the Restoration (from 1660)*: S. J. Owen, M. W. Patterson.  
*British Foreign Policy, from 1714*: C. G. Robertson.

## FOREIGN HISTORY.

## PERIOD I (476-1002).

- Europe in the Ninth and Tenth Centuries*: R. H. Hodgkin.

## PERIOD II (919-1273).

- Papacy and Empire*: F. W. Bussell.  
*Constitutional and Social*: H. W. C. Davis.  
*Italy*: G. Baskerville.

## PERIOD III (1273-1519).

- Western Europe*: R. L. Poole.

## PERIOD IV (1414-1598).

- Italy in the Fifteenth Century*: E. Armstrong.

## PERIOD VI (1715-1789).

- Introductory*: L. G. Wickham Legg.

PERIOD VII (1789-1878).

*Germany, 1715-1815*: W. H. Hutton.

*The History of Prussia, 1786-1815*: C. G. Robertson.

*European History from 1815*: A. Hassall.

*Political Movements in the Nineteenth Century*: H. A. L. Fisher.

*France in the Nineteenth Century*: W. R. B. Riddell.

INDIAN HISTORY.

*The Political and Military Geography of India during the Special Period*: S. J. Owen.

*The History and Present Structure of the British-Indian Government (six lectures)*: S. J. Owen.

COLONIAL HISTORY.

*The English Colonies in the Seventeenth Century*: Professor H. E. Egerton.

*The French Régime in Canada*: W. L. Grant.

MILITARY HISTORY AND STRATEGY.

*The Peninsular War—Massena's Invasion of Portugal, 1810-1811*: Professor C. W. C. Oman.

*The Peninsular War*: Sir Foster H. E. Cunliffe, Bart.

SPECIAL SUBJECTS (INTRODUCTORY COURSES).

*The Saxon Emperors*: R. L. Poole.

*The Crusades*: E. Barker.

*Italy, 1492-1513*: A. H. Johnson.

*Great Rebellion*: J. A. R. Marriott.

*India*: C. T. Atkinson.

*The French Revolution*: F. C. Montague.

PALÆOGRAPHY AND DIPLOMATIC.

*Introductory Course (with special reference to forms of letters)*: F. Madan.

*Informal Instruction in Diplomatic*: R. L. Poole.

*Original Documents (Informal Practical Instruction)*:  
R. J. Whitwell.

## POLITICAL ECONOMY AND POLITICAL SCIENCE.

*History of English Finance from Pitt to Harcourt*: Professor F. Y. Edgeworth.

*Theory of Distribution*: Professor F. Y. Edgeworth.

*Economic History*: J. A. R. Marriott.

*Political Economy with special reference to Mill*: A. J. Carlyle.

*Political and Social Questions*: A. L. Smith.

*Maine, Ancient Law*: A. H. Johnson.

GEOGRAPHY. (See p. 166.)

## IV. Theology.

## THE HOLY SCRIPTURES.

*Judges* (Subject-matter): Professor S. R. Driver.

*Minor Prophets*: Professor S. R. Driver.

*Religious contents of the Book of Jeremiah*: Professor T. K. Cheyne.

*The Ark, its Significance and Fortunes*: Professor T. K. Cheyne.

*The Book of Daniel*, i. 1—ii. 4. *Greek Versions*: R. H. Charles.

*Outlines of Old Testament History (the Age of Moses)*: C. F. Burney.

*Deuteronomy* (Hebrew text): J. F. Stenning.

*Isaiah* (Subject-matter): J. F. Stenning.

*Life of Christ* (Prolegomena): Professor W. Sanday.

*The Reconstruction of the Life of Christ* (Four Public Lectures): Professor W. Sanday.

*The Synoptic Problem*: Professor W. Sanday.

*Von Soden's Introduction to the New Testament*: Professor W. Lock.

*The Life of Christ*: F. E. Brightman.

*The Synoptic Gospels*: W. C. Allen.

*The Gospel according to St. John*: F. C. N. Hicks.

*The Acts of the Apostles* (Introduction and Subject-matter): W. A. Spooner.

*The First Epistle to the Corinthians*: E. J. Palmer.

*The Epistle to the Galatians*: A. J. Carlyle.

*The Epistle to the Ephesians*: E. W. M. O. de la Hey.

## DOGMATIC AND SYMBOLIC THEOLOGY.

*Christian Doctrine*: Professor W. Ince.

*Christian Doctrine in the Apostolic Age*: E. W. M. O. de la Hay.

*Doctrine of the Christian Church till A.D. 461*:—I. *The Doctrine of the Holy Trinity and the Incarnation*: L. Pullan.

*Post-Augustinian Theology in the Western Church*: F. H. Dudden.

*Philosophical Presuppositions of Christian Doctrine*: H. H. Williams.

## ECCLESIASTICAL HISTORY, &amp;c.

*History of the Church in the First and Second Centuries*: Professor C. Bigg.

*Outlines of Ante-Nicene Church History* (the Sub-Apostolic Age): B. J. Kidd.

*The Reformation in England in the Sixteenth Century*: S. L. Ollard.

*Philosophy of Religion*: C. C. J. Webb.

*The Pastoral Office*: Professor R. L. Ottley.

*The Biblical Text of Irenaeus; or the Text of Cyprian's Testimonia ad Quirinum*: Professor W. Sanday.

HEBREW. (See below.)

## V. Oriental Languages.

## ARABIC.

*Course for Beginners*: Professor D. S. Margoliouth.

*Course for Selected Candidates for Egyptian and Sudanese Services*: Egyptian Teacher of Arabic, Sheikh Mohammed Hasanein al-Ghamrāwī.

## SYRIAC.

*Course for the Semitic School*: Professor D. S. Margoliouth.

*Composition and Sight Translation*: C. F. Burney.

## ASSYRIOLOGY.

*Recent Discoveries in Assyriology* (Public Lecture): Professor A. H. Sayce.



*Babylonian Conceptions of Deity* (Public Lecture): C. J. Ball.

*Assyrian Language and Literature*: C. J. Ball.

*Assyrian Language and Literature* (Advanced Class).

*Tablet IV of the Creation Series*: C. J. Ball.

#### HEBREW.

*Minor Prophets* (Hebrew Text): Professor S. R. Driver.

*Deuteronomy* (Hebrew Text): J. F. Stenning (for Professor Driver).

*Hebrew* (Advanced and Elementary): J. F. Stenning, C. F. Burney, W. C. Allen.

#### EGYPTOLOGY.

*Herodotus in Egypt*: F. Ll. Griffith.

*Informal Instruction*: F. Ll. Griffith.

#### INDIAN.

#### SANSKRIT.

*Sanskrit Grammar and Nala, Books I-VIII*: Professor A. A. Macdonell.

*Veḍānta-sūtra, with Introduction to Indian Philosophy*: Professor Macdonell.

*Vedic Grammar treated historically*: Professor Macdonell.

#### HINDŪSTANĪ. °

*Grammar; Composition; Urdū Selections*: W. Hoey.

#### BENGĀLĪ.

*Yates' Grammar; Kathāmālā; Composition*: J. F. Blumhardt.

#### MARĀTHĪ AND GUJERĀTĪ.

*Vāchan Mālā*: H. S. K. Bellairs.

#### TAMIL AND TELUGU.

*Tamil: Handbook, Lessons 1-36; Telugu: Arden's Grammar*, pp. 1-86: G. U. Pope.

#### ZEND PHILOLOGY.

*The Religion of the Persian Emperors as expressed on their Inscriptions and their Biblical Edicts, compared with the Avesta*: Professor L. H. Mills.

## PERSIAN.

*Gulistān, Book I; Persian Grammar, Colloquial Persian:*  
G. S. A. Ranking.

## CHINESE.

*Elementary Chinese:* Professor T. L. Bullock.

## BURMESE.

*St. John's Reader; Judson's Grammar:* J. E. Bridges.

## VI. Modern Languages.

*Some common characteristics of Mediæval Literatures:* A. J. Carlyle.

## FRENCH.

*Literature:* J.-J. Rousseau (delivered in French): Lecturer, H. E. Berthon.

*Practical Phonetics:* H. E. Berthon.

*Advanced Composition:* H. E. Berthon.

*Composition. Rousseau: Contrat Social. Literature, 1789–1850 (Pass Course):* H. E. Berthon.

*French Literature: Seventeenth Century:* C. T. T. Kemshead.  
*De Tocqueville's Ancien Régime:* C. T. T. Kemshead.

*Hugo's Hernani:* C. T. T. Kemshead.

*Outlines of Historical French Grammar:* Lecturer, H. Oelsner.

*Marie de France:* H. Oelsner.

*Provençal:* H. Oelsner.

*Old French Literature:* H. Oelsner.

## GERMAN.

*Schiller: Dramas:* F. L. Armitage.

*German Literature: Sixteenth and Seventeenth Centuries:*  
F. L. Armitage.

*Composition:* F. L. Armitage.

*Literature, 1748–1805; Wallenstein; Composition (Pass Course):* F. L. Armitage.

*Elementary Course—Translation; Composition:* F. L. Armitage.

*Special Courses for Indian Forest Students:* F. L. Armitage.

*German for Indian Forest Students:* C. T. T. Kemshead.

*History of German Literature: Thirteenth and Fourteenth Centuries (delivered in German):* Lecturer, H. G. Fiedler.

*Middle High German Texts* : H. G. Fiedler.  
*Historical German Grammar* (Part II) : H. G. Fiedler.  
*Old High German Texts* : H. G. Fiedler.

## ITALIAN.

*Dante, Paradiso, Canto 32 onwards* : Lecturer, E. Moore.  
*Grammar, Translation, Composition and Prose Readings from*  
*Manzoni and Giusti* : Lecturer, C. F. Coscia.  
*Etymology, Composition. Readings from Dante, Petrarca,*  
*and Leopardi* : C. F. Coscia.  
*Historical Course. Macchiavelli, Da Porto, and Guicciar-*  
*dini* : C. F. Coscia.  
*Special Course. Literature of the Risorgimento* : C. F. Coscia.

## SPANISH.

*Elementary Grammar, Easy Readings, Conversation* : Lec-  
 turer, F. de Arteaga.  
*Advanced Grammar, Idioms, Composition* : F. de Arteaga.  
*El Poema del Cid, its Grammar, and the history of the*  
*period* : F. de Arteaga.  
*The Spanish Drama in the second half of the Nineteenth Cen-*  
*tury, with readings from the best authors* : F. de Arteaga.

## SCANDINAVIAN.

*Old Icelandic Grammar and Translation* : Lecturer, W. A. Craigie.

## RUSSIAN AND THE OTHER SLAVONIC LANGUAGES.

*Russian Language and Literature* : Professor W. R. Morfill.

## FOREIGN HISTORY.

*Political Movements in the Nineteenth Century* : H. A. L. Fisher.

## VII. English Language and Literature.

*Specimens of Middle English* (Emerson's Middle English Reader) : Professor A. S. Napier.  
*Beowulf* : Professor A. S. Napier.  
*Sir Gawayne and the Green Knight* : Professor A. S. Napier.  
*Chaucer and his Age* : Professor W. A. Raleigh.  
*Elizabethan Poetry* : E. de Sélincourt.  
*Some common characteristics of Mediaeval Literatures* : A. J. Carlyle.

*Criticism from the Sixteenth to the Eighteenth Centuries:*

A. J. Carlyle.

*Principles of Elocution:* H. Sweet.

*Informal Instruction in Phonetics:* H. Sweet.

### VIII. Mathematics.

*Analytic Geometry of Plane Curves:* Professor W. Esson.

*Synthetic Geometry of Plane Curves:* W. Esson.

*Sequences and Series:* Professor E. B. Elliott.

*Elementary Theory of Numbers:* E. B. Elliott.

*Hydrodynamics:* Professor A. E. H. Love.

*Problems in Applied Mathematics:* A. E. H. Love.

*Elementary Mathematical Astronomy:* Professor H. H. Turner.

*Practical Work:* H. C. Plummer.

*Theory of Equations:* C. E. Haselfoot.

*Projective Geometry (elementary):* C. Leudesdorf.

*Analytical Geometry:* A. E. Jolliffe.

*Differential Calculus:* J. W. Russell.

*Curve Tracing:* R. F. McNeile.

*Problems in Pure Mathematics:* A. L. Pedder.

*Higher Solid Geometry:* C. H. Sampson.

*Differential Equations:* J. E. Campbell.

*Integral Calculus:* C. H. Thompson.

*Analytical Statics:* E. H. Hayes.

*Hydrostatics:* A. L. Dixon.

*Tridimensional Rigid Dynamics:* H. T. Gerrans.

*Attractions and Electrostatics:* P. J. Kirkby.

### IX. Natural Science.

#### PHYSICS.

*Acoustics:* Professor R. B. Clifton.

*Instruction in Practical Physics:* Professor Clifton, J. Walker,  
and W. N. Stocker.

*Electricity and Magnetism (Lectures):* Professor J. S. E.  
Townsend.

*Electricity and Magnetism (Demonstrations):* P. J. Kirkby.

*Preliminary Physics (Lectures):* R. T. Lattey.

*Preliminary Physics (Demonstrations)*: E. S. Craig, H. E. Hurst, and R. T. Lattey.  
*Mechanics of Solids and Fluids*: R. E. Baynes.  
*Elementary Machine Design*: F. J. Jervis-Smith.

## CHEMISTRY.

*Chemical Revision, 1850-1860*: Professor W. Odling.  
*Organic Chemistry (Honours Course)*: J. Watts.  
*Subjects of the Preliminary Examination*: W. W. Fisher.  
*Stereo-chemistry*: J. E. Marsh.  
*Soils and Organic Chemistry (Forestry Course)*: B. Lambert.  
*Laboratory Instruction*: W. W. Fisher, J. Watts, J. E. Marsh, A. F. Walden, N. V. Sidgwick, and B. Lambert.  
*Laboratory Instruction (Physical Chemistry)*: D. H. Nagel and H. B. Hartley.  
*(Inorganic Chemistry)*: H. B. Baker and L. G. Killby.  
*(Quantitative Analysis)*: J. J. Manley.  
 — G. B. Cronshaw and A. F. Walden.  
*Inorganic Chemistry (Non-Metals)*: H. B. Baker.  
*Organic Chemistry (General Class-reactions)*: A. F. Walden.  
*Electro-chemistry*: T. S. Moore.

## PHYSIOLOGY.

*General Course of Physiology: Part I. The Chemical Processes of the Body*: Professor F. Gotch.  
*Advanced Course on Muscle*: Professor F. Gotch.  
*Advanced Course on Metabolism*: J. S. Haldane.  
*Advanced Course on Enzymes*: H. M. Vernon.  
*The Histology of the Connective Tissues and Muscle*: G. Mann.  
*Practical Histology*: G. Mann.  
*Physiological Chemistry*: W. Ramsden.  
*Advanced Experimental Work*: Professor Gotch and H. M. Vernon.  
*Advanced Chemical Work*: W. Ramsden.  
*Advanced Histological Work*: G. Mann.  
*Physiology*: F. A. Dixey.  
*General Physiology*: E. W. A. Walker.

## ZOOLOGY.

*General Morphology of Mollusca*: Professor G. C. Bourne, E. S. Goodrich.

*Embryology*: J. W. Jenkinson.  
*Coelentera*: R. W. T. Günther.  
*Elements of Entomology*: G. H. Grosvenor.  
*Morphology of the Ichthyopsida*: J. Barclay.  
*Some points in the Comparative Anatomy of the Teeth*:  
 J. Barclay.

## BOTANY.

*Advanced Course (Physiology) with Practical Instruction*:  
 Professor S. H. Vines.  
*Short Elementary Revision Course, with Practical Instruction*:  
 Professor S. H. Vines.  
*Forest Botany*: Professor W. Somerville.

## GEOLOGY.

*General Course*: Professor W. J. Sollas.  
*Volcanoes and Earthquakes*: Professor W. J. Sollas.  
*The Structure of Asia*: M. Allorge.  
*Characteristic Fossils*: J. A. Douglas.  
*Practical Instruction in the Laboratory*: Professor Sollas  
 and M. Allorge.

## ASTRONOMY.

*Elementary Mathematical Astronomy*: Professor H. H.  
 Turner.  
*Practical Work*: H. C. Plummer.

## MINERALOGY.

*Crystallization*: Professor H. A. Miers.  
*The Principles of Crystal Symmetry*: H. L. Bowman.  
*Some Applications of Physical Chemistry to Mineralogy and  
 Geology*: T. V. Barker.  
*Practical Instruction in Crystallography and Mineralogy*:  
 Professor Miers, H. L. Bowman, and T. V. Barker.

## ANTHROPOLOGY.

*Early Stages of Art and Knowledge*: Professor E. B. Tylor.

## GEOGRAPHY.

*America*: A. J. Herbertson.

*The British Isles*: A. J. Herbertson.

*Land Forms*: A. J. Herbertson.

*Geographical Methods*: A. J. Herbertson.

*Practical Work, Seminar, and Excursions*: A. J. Herbertson.

*Surveying*: N. F. Mackenzie.

*Geographical Distribution of Man*: J. L. Myres.

## MEDICINE.

*Clinical Medicine*: Professor W. Osler.

*Physical Diagnosis*: Professor Osler, with E. Mallam and A. G. Gibson.

*Oxford Medicine in the Sixteenth and Seventeenth Centuries*:  
Professor Osler, with E. Mallam and A. G. Gibson.

## PATHOLOGY.

*Inflammation, Cellular Degenerations, New Growths*: Professor J. Ritchie.

*Pathological Histology*: Professor J. Ritchie.

## CLINICAL MEDICINE AND SURGERY.

*Clinical Medicine*: W. T. Brooks.

*Fractures and Dislocations*: A. P. Parker.

## HUMAN ANATOMY.

*Lectures: Vascular and Respiratory Systems*: Professor A. Thomson.

*Demonstrations* (Subjects to be arranged): Professor A. Thomson and A. P. Parker.

*Tutorial Class*: A. P. Parker.

*Practical Class*: Professor A. Thomson and Demonstrators.

## HUMAN PHYSIOLOGY.

*General Course of Physiology: Part I. The Chemical Processes of the Body*: Professor F. Gotch.

*Practical Histology*: G. Mann.

*Introduction to Physiological Chemistry*: W. Ramsden.

*Physiological Chemistry*: W. Ramsden.

*Revision Courses for the First B.M. Examination—Histology, Experimental and Clinical Work*: G. Mann and W. Ramsden.

*Physiology*: F. A. Dixey.

#### ORGANIC CHEMISTRY.

*Organic Chemistry in relation to Medicine, with Laboratory Instruction*: J. E. Marsh.

#### OPHTHALMOLOGY.

*The Human Eye (Lectures)*: R. W. Doyne.

*Clinical Instruction*: R. W. Doyne.



## APPENDIX VI

### AFFILIATED AND PRIVILEGED UNIVERSITIES AND COLLEGES

#### Colonial.

Cape of Good Hope, Nov. 27, 1888, and Nov. 21, 1905.  
 Sydney, Nov. 27, 1888, and Oct. 22, 1903.  
 Calcutta, May 21, 1889, and June 22, 1903.  
 Punjab, Oct. 29, 1889, and Oct. 22, 1903.  
 Bombay, Nov. 4, 1890, and Oct. 22, 1903.  
 Adelaide, Feb. 3, 1891, and Oct. 22, 1903.  
 Madras, June 19, 1894.  
 Melbourne, Oct. 30, 1894, and Oct. 22, 1903.  
 New Zealand, Nov. 13, 1894, Oct. 28, 1902, and Nov. 1, 1904.  
 Allahabad, Nov. 20, 1894, and June 21, 1906.  
 Toronto, Nov. 26, 1895, and Oct. 22, 1903.  
 McGill (Montreal), May 2, 1899, and Oct. 22, 1903.  
 Tasmania, June 13, 1899, and Feb. 24, 1903.  
 New Brunswick, Jan. 22, 1901, and Oct. 22, 1903.  
 Malta, Feb. 3, 1903.  
 King's College (Windsor, Nova Scotia), Oct. 22, 1903.  
 Dalhousie (Halifax, Nova Scotia), Oct. 22, 1903.  
 Mt. Allison College (Sackville, New Brunswick), Mar. 15, 1904.  
 Acadia University (Wolfville, Nova Scotia), Nov. 1, 1904.  
 University of Manitoba, Winnipeg, Feb. 14, 1905.  
 University of Queen's College (Kingston, Ontario), March 15, 1905, and June 21, 1906.  
 Laval University, Quebec, Nov. 21, 1905.  
 McMaster University, Toronto, Nov. 21, 1905.  
 University of St. Joseph's College, New Brunswick, May 17, 1906.

#### United States of America.

Harvard University, Nov. 1, 1904.  
 University of Wisconsin, May 16, 1905.  
 Princeton University, Oct. 24, 1905.  
 University of Michigan, May 22, 1906.

## APPENDIX VII

## A SELECT LIST OF BOOKS FOR REFERENCE

## Official or Quasi-official.

(From the Clarendon Press, Oxford.<sup>1</sup>)

*Oxford University Calendar*, 1907 (published annually).  
Crown 8vo, cloth, 5s.

*The Student's Handbook to the University and Colleges at Oxford*. Seventeenth edition. 1906. Crown 8vo, 2s. 6d. net; by post, 2s. 9d. net. Includes the following as a supplement. (This is the nearest equivalent to the 'Catalogue' of an American University.)

*Programme of Special Studies, for the Academical Year 1906-7, together with some account of opportunities for Special Work or Research existing in Oxford University*. Crown 8vo, paper covers, 6d. net. (Chapter VI and Appendix of 'Oxford and the Rhodes Scholarships' is largely based on information contained in this Book.)

*The Examination Statutes, with the Regulations of the Board of Studies and of Faculties for 1906-7*. 8vo, 1s. net. (This Book contains the regulations and requirements connected with Courses of Study, University Examinations and Degrees, Dates, Fees, Subjects for University Prizes, &c., for the current year.) (Published annually.)

*Guide for Colonial, Indian, and Foreign Students*. 2d. net.

*Statuta Universitatis Oxoniensis*, 1906. 8vo, cloth, 5s.

*Oxford University Gazette*, containing official notices, lecture-lists, &c., published weekly during Term and when necessary in Vacation. (7s. 6d. per annum; 3d. per copy.)

<sup>1</sup> American Branch Office: New York: 91 & 93 Fifth Avenue.  
Colonial Branch Office: Toronto: Richmond Street.

## Unofficial.

*Oxford—its Life and Schools.* Ed. by A. M. M. Stedman, M.A., Wadham Coll., Oxford. George Bell & Sons, London, 1887.

*Oxford and Oxford Life.* By J. Wells, M.A., Wadham Coll., Oxford. 3d ed., 1906. (Based on the above; brought down to date; a critical sketch of various phases of Oxford life.)

*Oxford and its Colleges.* By the same author. 7th ed., 1906. (Giving a short history and items of interest concerning each College; with small map of Oxford.)

These two books published by Methuen & Co., London.

*Oxford: Historical and Picturesque Notes.* By Andrew Lang. Seeley & Co., Ltd., London.

*Oxford—as it is.* By Louis Dyer, M.A., Oxford. Macmillan & Co. (A brief analysis of the Oxford System.)

*An American at Oxford.* By John Corbin. A. P. Watt & Son, London, 1902. (A sketch of undergraduate life at Oxford—from the American point of view—especially comparing the Oxford and the Harvard Systems. In popular style.)

*The Last Will and Testament of Cecil John Rhodes.* By W. T. Stead. *Review of Reviews* Office, London, 1902. (An appreciation of Cecil Rhodes, with an historical sketch of his Will with especial reference to the Rhodes Scholarships. Also Chapters describing Rhodes's Political and Religious Ideas.)

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